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ABSTRACT

This handbook, produced by a project of the Office of Public Libraries and Interlibrary Cooperation (OPLIC), provides planning, topic, funding, and resource information to help public libraries in Minnesota, in collaboration with other education and community agencies, provides public adult programming in the humanities. Information was gathered through statewide planning meetings involving public librarians, as well as people from educational agencies, community organizations, other types of libraries, and interested citizens. Telephone surveys were conducted to assess current public library programming for adults, particularly in the humanities, and to intiate a survey to judge circulation of adult humanities materials. Insights gathered from the humanities meetings identify some gaps in programs and topics, attitudinal and resource barriers, planning considerations, possible evaluation techniques, and ideas for topics and formats that could be used for humanities programming. A brief listing of sources is provided to help planners locate people, traveling programs and exhibits, special collections, and further guides to programming. Funding sources are also listed and outlined. Included is a directory of humanities resource people in Minnesota representing teachers, writers, and practitioners willing to assist in planning, participate in programming, or assist in grantwriting; area library and topic indexes to the directory are provided. (CWM)

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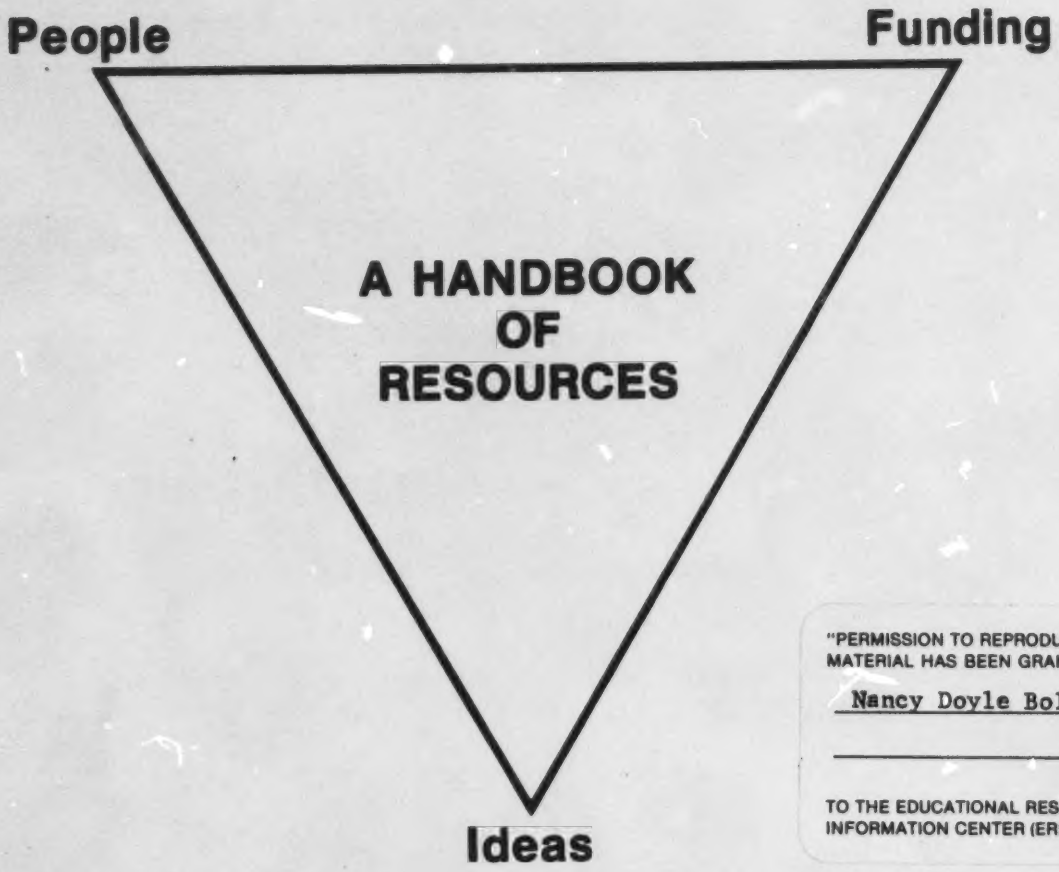
HUMANITIES IN MINNESOTA



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SUMMARY

This handbook provides information to help public libraries, in collaboration with other education and community agencies, provide public programming in the humanities. The Introduction and Project Activities define the project and explain the sources for the information included in the handbook. Barriers and Gaps, Planning Considerations and Evaluation are insights and advice gathered from the humanities meetings. The Idea Exchange contains topics and formats that could be used for humanities programming. Sources is a brief listing to help planners locate people, traveling programs and exhibits, special collections and further guides to programming. Funding Sources identifies some of the agencies most active in funding the kinds of projects discussed in the handbook. The final section, a directory of Humanities Resource People in Minnesota, lists people willing to assist in planning, participate in programming or assist in grantwriting.

RECOMMENDATIONS:

- *Public library humanities programming should occur at a regional or local level, with information and advice available from OPLIC.*

  No participants at any of the humanities meetings suggested that a statewide program/project be instituted. Local subjects, resources and planning were of primary interest. The topics in the *Idea Exchange* have a local focus, e.g. local history, local writers. Every follow-up questionnaire indicated that local or regional level programming was preferable. Nine respondents included state level programming, but never to the exclusion of local and regional activity. Mary Martin, Traverse des Sioux Library System, summarized the spirit of the follow-up questionnaires with her statement "I think involvement in humanities programming should take place on all three levels: 1) The local level involvement should provide the 'brainstorming power' on what types of programs the local community wants, the grass-roots input. 2) The regional level should provide the funds for publicity and coordination of programming among their member libraries. 3) The statewide level should provide consultants with expertise on programming ideas and methodology."

- *Local planning committees should be formed.*

  The core of the committee could be some of those who attended the humanities planning meeting for the area. The registration list was distributed at each meeting. Representatives of the target group for which a particular program/project is intended should also be included. The validity of the local planning committee was affirmed at the humanities meetings. People enjoyed the small group discussions which produced a great number of ideas.

- *Further exploration by regions and communities to discover unreached target groups or potential audiences is needed.*

  Much of the discussion about needs assessment that occurred at the meetings indicated a lack of clarity about groups who would be interested in humanities programs and groups who are not currently exposed to such programming.

- *Libraries should share information about humanities programming they have done.*

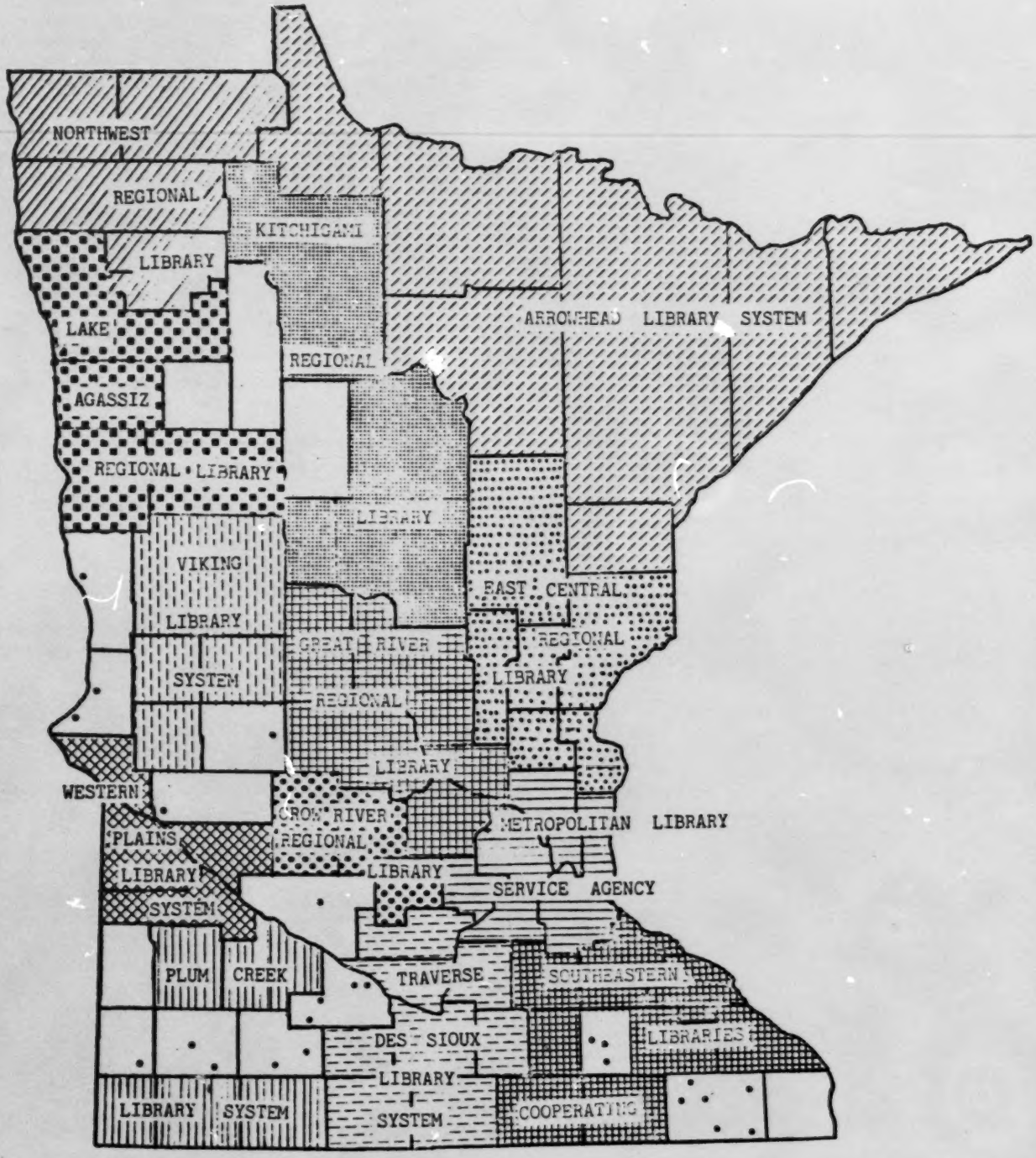
  It would be very useful for others to know what was successful and what wasn't, how it could have been improved and whether use of ideas/formats are recommended to others. Sharing could include making a videotape of programs available for use by others.

OPLIC SERVICES AVAILABLE:

Nowell Leitzke at OPLIC can provide the following services:

- *Clearinghouse for program ideas submitted as grant proposals, if they are sent. This information would be published in the Newsletter.*
- *Clearinghouse for reporting information on humanities programming that was done around the state, through the Newsletter.*
- *Reviewing humanities grants before submitted, if desired by the initiating library.*
- *General consultation and advice on implementing programming ideas.*

MINNESOTA REGIONAL PUBLIC LIBRARY SYSTEMS — January, 1979



*City Libraries participating in Regional Public Library systems.

INTRODUCTION

The Office of Public Libraries and Interlibrary Cooperation (OPLIC) has been involved in a project to encourage public libraries, in cooperation with other educational institutions and civic and community organizations, to provide humanities programming for out-of-school adults. ("Programming" is used to include all types of programs, projects and activities.) Funding for the project was provided by the National Endowment for the Humanities. The project ran from June, 1978 through February, 1979. Public programming, rather than research, was the emphasis of the project and is reflected in the handbook.

What are "the humanities?" Throughout the project the definition provided by NEH was the working definition:

> Because human experience has been principally recorded and preserved through books, art works, and other cultural objects, the humanities are often defined in terms of a group of specific academic disciplines. Thus, the Act which established the Endowment defines the humanities as including, but not limited to, the following fields: history, philosophy, languages, linguistics, literature, archeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches. This last category includes cultural anthropology, sociology, political theory, international relations, and other subjects concerned with questions of value and not with quantitative matters.
>
> However, the concerns of the humanities extend, through the classroom, the library, the museum and the media, to many social, ethical, and cultural questions which all human beings confront throughout the course of their lives. They thus comprise the family of knowledge that deals with what it has been — and is — to be human, to make value judgements, to select the wiser course of action. This is achieved primarily through the examination of human experience and its implications for the present and future.

The speakers at the humanities planning meetings held throughout the state during the project had other comments on the humanities that might be helpful.

Alfred Leja, St. Cloud State University: "the humanities are often shunned by people who don't realize that they use them all the time. The humanities represent three 'shuns.' We use the humanities for whatever information we can get about human life, about ourselves. Humanities provide inspiration. We become inspired because of what we read, because of what we see that has some kind of beauty that deals with the human condition connected with it. Ultimately the grand range of the humanities lends itself to a beautiful kind of tolerance, a sharing which gives us the third shun, and it's cooperation."

Ron Yezzi, Mankato State University: "What I understand by the humanities is some attempt to understand and appreciate what it means to be human. I also would be convinced that on the one hand this interest in humanities satisfies people's curiosity and also somehow satisfies some real need that they have. In particular, the key word is values. It seems that when we deal with contemporary society, we know how to do a lot of things but the question is whether you ought to do them or not. This brings us to what sort of values people have and what sort of directions they plan to go in. I think the humanities make a particular contribution in this area."

Kirk Jeffrey, Carleton College: "When I talk about the humanities, I try not to talk so much about a body of knowledge but an approach to self-understanding which involves trying to get outside ourselves. I think we usually try to do this by learning about other ways of life, other values, and other times. And then by temporarily adopting those other values and looking back to our own, to see ourselves as if we were outside ourselves."

Rodger Kemp, freelance writer and consultant: "Humanities are dealing with meanings more often than with knowledge and information. That's one of the things that makes the humanities exciting and at the same time it is one of the things that makes the humanities particularly vulnerable to dismissal, to being ignored, as it doesn't have any practical payoffs like knowledge and information have. That's why, for example, the humanities are easier to shove aside when we go through a particularly practical period of our socio-cultural history. That's why it's easier to shove the humanities aside in a school curriculum when the drive is on for career education. The humanities are literally persistent, and our relationship to them very frequently is the same spirit of returning to someone you love after a lover's quarrel.

Why public libraries? We began the project knowing that public libraries have humanities collections and access to the out-of-school adult. All twenty-six public librarians who replied to a follow-up questionnaire sent after the humanities meetings said "yes" when asked "should the public library be involved with programming for out-of-school adults in the humanities." They had several reasons for viewing the role of the public library in this light.

For some, it was the place of the library in the community that necessitates this role. "The library is a natural resource and sometimes the only visible resource in the rural community." "Except in metro and non-metro urban areas, the library is generally the single humanities institution in a community to which out-of-school adults have ready access." "I feel strongly that many adults do not feel comfortable in a college setting (where many post-education events are held) and that the library offers an appropriate non-college setting for such events. In addition, libraries are a natural place for humanities programs because much post-education learning centers around libraries."

For others it was the need for the library to offer more kinds of service that argues for public libraries adopting or maintaining this role. "It is one of the ways that a library can take an active role (rather than the passive role as a storehouse for materials) in delivering education to out-of-school adults." "There is no other public institution capable of such a broad charge or so willing to undertake it." "That's part of our mission — to program for adults it's a naturall" "Out-of-school adults are out business — so is informal education." "The public library should use whatever tools are available to expand

the patron's world of experience." "It is the belief in our system that learning comes not only from books but also from people." "Libraries seem to be appropriate places for programs which do not duplicate the crafts, music, art, etc. already being offered by community education sources . . . Adults seldom 'get together' for such (humanities) discussions. Libraries can act as catalysts and resource centers." "Someone has to be the instigator — in a small town it is sometimes difficult to get people to promote or start such programming."

Finally, for others who answered the questionnaire, it was the needs of the public that motivated them to answer "yes". "Local interests could be met." "I feel strongly that the public library must increasingly be involved with the out-of-school adults anyway, but in particular with the humanities because of the current emphasis in society on Science and Technology." "So much of our formal education and the early career years are preparation for 'getting ahead'. There comes a time when every person should be interested in learning about how we got where we are, where we are going, and in forming some basic philosophical and/or religious concepts. A library is a logical place to be introduced or to continue the pursuit of these ideas." "I believe the library should be involved in any practical way to improve the condition of life for its patrons."

A Gallup poll conducted in 1978 said that of those who visited the library during the past year, 18 percent heard a speaker or saw a film, and 6 percent took a class. Public libraries are, then, providing some programming for the out-of-school adult. The indication is that more could be done, particularly in the humanities areas.

Steve Von Vogt, Director of the Viking Library System, said that humanities programming through the public library is a method for linking the creative people with the delivery system to reach the public. It is hoped that this handbook of resources can be used to start and further the process.

PROJECT ACTIVITIES

Introductory Letter: 312 letters were sent to public library systems, system branches and members, branches and departments of larger public libraries. The letter introduced the project, gave our working definition of the humanities and explained the upcoming humanities planning meetings. Recipients were asked to submit names of people to be invited to the meetings.

Phone Survey: Fifty selected public librarians were interviewed, generally by telephone, although a few were interview in person. A schedule of questions was asked of all interviewees. The purpose of the survey was to assess current public library programming for adults, particularly in the humanities. Assessment of the level of public library cooperation with other educational agencies in such programming was included. Discovery of why public libraries have not done as much adult programming as they would often wish was also intended. Planning and evaluation considerations were investigated and the willingness of public libraries to write grants for humanities programming was tested. The results of the survey greatly influenced the content of the meetings. The results also indicated that pursuing encouragement of regional level activity was valid. The survey was done by phone because of the open-ended questions used and because it was as much an awareness tool as a survey. It was important for the project director to find a method for establishing rapport, defining terms and assuring cooperation. While the method was helpful, it is likely that the fine cooperation received throughout the project was due to the innate cooperative attitude of the librarians.

Circulation Survey: During the telephone interviews the librarians were asked if they had ever collected circulation statistics by detailed subject area that would enable us to judge circulation of adult, humanities materials. They had not. Several, however, expressed a willingness to conduct a simply circulation survey. The Dewey classifications chosen to represent the adult humanities collections were identified by Herbert Goldhor's *Study of Public Library Collections in the Humanities* (U of Illinois, Urbana, 1977). Fiction and biography, which are often humanities related, were not included.

Goldhor's study was used because his results indicated that regardless of library size, 10.6% of the total collection falls within the category of adult, nonfiction, humanities material. This should mean that if these materials are being used as much as the rest of the library's collection, 10.6% of the total circulation for any given period would be from these areas. There were seventeen usable surveys. The project director was vague in giving directions, so the data reported was inconsistent. Of the nine agencies who reported total circulation counts and humanities counts, the results showed on the average that 5% of the total circulation is in the adult nonfiction humanities area. Of those who gave the total circulation only for the adult nonfiction from all subject areas, the average was 12% circulation from humanities areas. Since Goldhor's 10.6% was based on the total library collection, the 5% circulation results would indicate that the humanities materials are under-utilized.

Perhaps it is more significant to know that the greatest proportion of the circulation from the humanities areas was in literature and history, with history dominating. In a few of the seventeen agencies, history and criticism of the arts were next in circulation. This means that philosophy, comparative religion, jurisprudence and language are subjects either not as well represented in the collection or not of interest to the public library user. Goldhor's study did demonstrate that literature and history account for three-quarters or more of all adult books in the humanities. This would indicate that people are using materials that are more readily available. Of course, selection of materials is based on real or assumed user interest.

Humanities Planning Meetings: From Oct. 11 - Dec. 15, 1978 fourteen humanities planning meetings were held throughout the state, with one based in each library region except MELSA, which had two. (MELSA is the library region that incorporates the seven county metropolitan area.) 1,707 people received invitations to attend one of the meetings. The names of invitees were received from public librarians who had been asked to send names of people from educational agencies, community organizations, other types of libraries, and interested citizens. The Minnesota Humanities Commission was the primary source for the names of humanists who were invited. Delegates to the Governor's Pre-White House Conference on Libraries and Information Service, and members of the Minnesota Association for Continuing Adult Education were invited. 987 invitees responded, indicating an interest in the meetings, although sometimes an inability to attend. 375 attended the meetings. Very few of those attending came because of newspaper notices rather than invitations.

The meetings combined speeches with full group and small group discussion. The meetings had several goals:

- Awareness of the value of humanities to the out-of-school adult,
- Awareness of the interest and possibility of public libraries collaborating with other agencies and organizations to provide exposure to the humanities in a planned, formalized way,
- Discussion of planning and evaluation for humanities programming — which would help us discover, as a group, those factors necessary to carry out any successful project,
- Exploration of humanities programming currently available in the geographical region being considered at any particular meetings, and the discovery of what isn't available,
- Exchange of ideas for programming,
- Information on possible funding for such programming.
- Stimulation of local activity in the humanities,
- Assessment of interest in pursuing humanities activities in that particular region.

Overall, the goals for the meetings were met. The awareness, discussion and exchange could be evaluated immediately, and was very successful. This judgment was based on the observations of the project director, on informal anecdotal evidence and on the 149 written evaluations received at the meetings. It will be some time before the success of the goal to stimulate local activity can be fully evaluated. However, ten of the fourteen library regions have indicated activity toward planning since the meetings. By February, 1979, three regional planning committees had been formally organized and were meeting. One of these committees has submitted a grant

to the Minnesota Humanities Commission. Two local libraries have been discussing programming on a more informal basis with those who attended the meetings. Four other regions are in the process of forming planning committees. A request for cosponsorship came to one regional library from another group who attended the meeting.

The meetings also had some spinoff effects. People were delighted to meet others from their area who have mutual interests and concerns. They also enjoyed a "mini-humanities program" by having the opportunity to hear a humanist and to discuss ideas.

A great deal of the material in this handbook represents a sharing of the ideas and insights offered by those attending all fourteen meetings.

Follow-up Questionnaires: Twenty-eight questionnaires were sent to public librarians attending the meetings. Twenty-six were returned. These questionnaires were intended to assess the impact of the meetings, and to elicit recommendations from the librarians for specific services they would like OPLIC to provide in helping them to plan adult humanities programming.

Humanities Resource People Questionnaire: Requests for information were sent to 522 people in Minnesota who were identified as being involved with the humanities, as teachers, writers and scholars. The people contacted were identifed by the Minnesota Humanities Commission and by participants at the humanities meetings. 184 usable questionnaires were returned in time to be included in the directory, which is the final section of the handbook.

Handbook: This handbook represents a compilation of what was learned from all the project activities. It also includes information that was viewed as necessary by those attending the meetings. It is the end of this project, but potentially the beginning of many more!

BARRIERS AND GAPS

In the meetings we discussed what types of humanities programs and activities are currently being offered to the out-of-school adult. After these were listed, those attending were asked "What isn't being offered? What are the gaps?" Unexpectedly, but overwhelmingly, the results were often barriers to humanities programming. These barriers reflected actual or assumed attitudes on the part of the "public" or on the part of agencies. The other barrier was a lack of resources.

There were "gaps" in that certain topics or issues were not being presented and examined in a certain region. There were also target groups not being reached. The unreached target groups were by no means completely listed. This "gap" needs further exploration by communities.

ATTITUDINAL BARRIERS:

Most often discussed was the concern that "people" aren't interested. However, several times it was pointed out that we are only assuming a lack of interest. We have not asked the "people". Nor have we offered enough good humanities programming to be sure of this conclusion. It is possible that the assumption of a lack of interest reflects an attitude on the part of the agencies, rather than the attitude of those potentially served.

Some solutions were offered to overcome the barrier of lack of interest. Start where people are and bring them to the humanities was most often discussed. Local issues, local interests were usually viewed as the starting place. It was assumed that most people are practical and that they are interested in practical programs. Defining and clarifying local issues is one approach to practicality. The ability to define a problem is the first step toward solution. There were also suggestions for linking history, for example, with "how to" projects.

The willingness, or lack of it, to travel to a program at times implied lack of interest. It was asked "what issues are there for which people would travel?"

It was also suggested that there may not be a lack of interest, but rather a need to get people into the habit of attending programs or being involved in humanities activities. This directly related to libraries, and other agencies, not offering humanities programming on a regular basis.

Another attitude discussed was a fear of lack of knowledge. People have a "fear of being dumb". It was not assumed that the lack of knowledge actually existed, but that the fear existed. This fear is closely allied to a misapprehension about the humanities, reflected both by the "public" and the agencies. It was often stated as "how do you approach the audience with humanities?" and "humanities carry a heavy snob dimension".

The snob dimension was probably the concern when someone mentioned that we are presently offering programming that people "like, not what's good for them". The assumption here is that it's impossible to like that which is good for you!

The ability, or willingness, of people to communicate with each other was also viewed as a barrier to interactive, discussion programs.

An attitude apparently exists with some agencies when, as one person said, "they won't pay the price".

RESOURCE BARRIERS:

The lack of communication, or the lack of knowledge about what is currently available, was by far the most often discussed barrier. This is being called a resource because it was usually tied to a need for a community calendar or a clearinghouse service.

Discussion about a need for a community calendar usually led to a realization of the need for more coordination and cooperation between agencies.

Lack of knowledge about what is available was often attributed to the fact that "libraries don't toot their own horns", and that most agencies are not knowledgeable about using all the media available.

The lack of knowledge about what opportunities are available was extended to a lack of knowledge about local resources (preferably low cost) or other resources that could be tapped. Discussion of local resources was reflected in such comments as "We have home-grown humanists", and "Do we have humanists who aren't always scholars?" Areas not having local or cable or public television viewed this as a barrier. However, the lack of integration of television and the humanities was seen as a barrier where television in all or most forms was available. There is a need to influence television to popularize the humanities, to reach people where they are, both physically and attitudinally.

No video cassette capability or activity was also noted as a resource barrier.

The lack of budget for various agencies, including libraries, is a barrier. This causes understaffing, which results in a lack of planning and administration time. The budget restrictions often prevent agencies from using the resources that would be available.

Potential community planners and potential audiences were viewed as being too busy to be involved.

Facilities were often barriers because none were available (although further conversation generally revealed that cooperative programming would solve that problem). Sometimes the facilities that were available were not being used, e.g. parks, or had proved not to be the type of place where people wished to congregate.

There is concentration of programming in the same population centers. Other towns in the same region are neglected. There is also a need to reach those who are totally isolated. Two meetings went so far as to point out that nothing is "going into the homes."

Transportation for potential audiences is a significant barrier both in rural areas and in cities. The same need to move the programs was seen in the Twin Cities as in the rural areas — a need to go where the people are.

TARGET GROUPS NOT BEING REACHED:

Most overwhelmingly the lack of programming or activities for the whole family was mentioned. Further, the

extended family is not reached. This generally related to a need for intergenerational interaction.

While there were usually activities for the elderly, there was a lack of meaningful, creative activities and programs for this age group.

Other groups noted as unreached by humanities programming were the handicapped, minorities, sports enthusiasts and the functionally illiterate.

The comment often came up that the same people were involved in everything, which is why there appears to be a lack of time for involvement with humanities programming.

The entire question of unreached groups needs further exploration within communities and regions.

TOPICS NOT BEING PRESENTED:

The value of rural life. Enduring in a rural environment and existence of an inferiority complex among many rural people. The unhealthy separation between rural and city each make contributions.

Sports.

"We are all in this together." Generational lines need crossing.

Family life. An understanding of family life and family strengths. Singles and their culture.

Understanding governance. Both for the general citizen and training for public officials.

Something "beyond entertainment." Enhancing artistic performances and moving into areas such as basic philosophy. Too much "how to."

Study of religion. As impinges on the entire experience of a people. World religions.

Learning from travel. Preparation to make travel more of a learning experience.

Neighborhood identity. Lack of such identity in rural and urban areas.

Iron Range. Minnesota lacks understanding of the Iron Range.

Melting pot. Is American culture a melting pot, should it be?

Local architecture. Often don't know what's in our own town.

Literature. A chance to discuss both classics and modern, popular literature. Not using local writers. Not publishing local writers.

Humanities. Viewing local problems in humanities terms. Humanities as a main focus. Local humanities journal for local people to address local problems.

Understanding media. Those who are "functionally illiterate in media."

Controversial topics. Not offered by public agencies. These include incest, all areas of human sexuality, battered people, etc.

Personal significance. Particularly in the national, international setting. Realization of personal influence on the national, international situation.

Life. Awareness of what life is about.

Television. Investigation of our addiction.

PLANNING CONSIDERATIONS

At the meetings the participants were asked to answer the question "What criteria do you need to consider when planning any adult humanities programs, projects or activities?" This was primarily to prepare them for their small group planning sessions. However, the thoughtful answers deserve to be shared.

It is recommended that you refer to *PLANNING LIBRARY PROGRAMS* by Peggy O'Donnell and Patsy Read (see resources bibliography), pp. 16-18 for more information on planning.

Goal of the Agency. Does this type of programming fit the philosophy and purposes of your agency? What are your priorities?

Purpose of the Program or Project. Be clear about the purpose. This will relate to the target group you are attempting to reach, e.g., a specific ethnic group. The purpose will also determine the method of presentation. What level of complexity do you wish? If the purpose is interaction then non-lecture, experiential methods will probably be used. Do the program goals for accomplishment fit with the larger goals for your agency? You are then addressing both the purpose for your agency's involvement as well as the purpose for the specific activity.

Target Group (Potential Audience) in Planning. It is essential to include, in the planning, those for whom the program or project is intended. Addressing this concern immediately will help clarity the purpose of the program. It is often discovered that planners had a vague notion of reaching the "public" or the "entire community". When seeking planning committee members this notion will probably be eliminated. Including members of the potential audience in the planning will assure that the program or project will meet their expectations. It will also serve as a very informal needs assessment by clarifying the value, or lack of it, for that potential audience. It has been recommended that a permanent planning committee be formed. The membership of this committee would have to be flexible if the target groups for various programs change. It has been suggested that members of library boards and friends of the library groups are good volunteers for planning committees.

Time for Planning. Allow enough time to determine what is really wanted or needed in a program. A permanent planning committee mechanism will assist in eliminating some of the time needed to collect people and to understand their points of view.

Topic/Project Selection. A variety of methods were suggested for selecting both the subject and the structure of a program or project. Librarians often use patron suggestion or collection use observation as a guide. A statewide dialogue of the approaches that came from the meetings might go like this: "Is there a burning, or even a smoldering question of concern? Take a risk! People are practical, how do you make this practical? This must be relevant to a large number of people. No, it does not necessarily have to be of mass interest. We can provide something of quality that may have potentially limited interest, but make it available to the public. The public can be trusted to choose a good thing when it is offered. Trade on curiosity. Basically people are curious. We can extend their boundaries if we use things they are curious about. An agency should be self critical and broaden its perspective."

The greatest debate was whether expressed or implied needs and wants should be the consideration. Or does an agency have an obligation to "whet appetites" and create new needs or wants? The scales tended to tip in the direction of using some form of needs assessment in choosing topics and projects, although it was a concern that this could lead to a Nielsen rating approach to programming. One group suggested as a first humanities project a community needs analysis. The interview approach could be used to develop attitudes concerning the humanities, as well as to give a sense of needs or wants.

Target Group (Potential Audience). Identifying potential audiences is very closely linked with establishing a planning committee and selecting a topic or project. Do you have a very specific group of people, such as an ethnic group, physically handicapped, functionally illiterate, in mind? Do you wish to reach people who have a common interest in a subject? If you wish to reach a very specific group you could use a statistical analysis of the community which gives age, education, etc., and investigate which of these groups seems to be unreached with humanities programming. It is difficult, if not impossible, to have the "general public" as your potential audience. This has often led to disappointing results in turnout. Attempting to attract non-users of the library, as a whole, would probably have the same frustrating results. The potential audience would determine place, e.g. using a hi-rise rather than a library, and time, e.g flexible scheduling for shift workers.

Agency Cooperation. The advantages to cooperation in planning and in sponsorship are many. It was stated that "small communities have more meetings that people." This was implied in the urban areas as well. Investment of time and money by several agencies is also advantageous. Working with others will avoid the "closed group" image. The more agencies involved, the wider the potential audience, because each agency has its following.

Access to Resources. What local resources are available. When do you need outside authorities and money? Can you use yourselves as resources? The library should not be forgotten as a resource. It is important to know the objectives of those who could provide funding. The resource people should be judged on their ability to communicate, whether as speakers or planners and experts. They should be involved in the planning, so they know the expectations for the project.

Budget. Plan the program or project first, then determine the budget. What proportion of the budget is being used for administration?

Facility. What type of physical setting is most appropriate? Is it physically and psychologically accessible? Should the program, exhibit, etc. be flexible to fit a variety of facilities? Is it possible to have a project that doesn't demand a facility, by using television, radio or home based materials?

Publicity. It is assumed that all programs and projects need publicity. Have a plan of action. Where the publicity

will be directed will be determined by the target groups you wish to reach, e.g. if you wish to reach those not using the library the advertising can't be restricted to the library. Word-of-mouth is often the best advertising. It is important to use a human resource network to spread the word. People on the planning committee can be your most effective advertising.

Transportation. Be aware of possible transportation problems of the potential audience. Can you provide buses?

Follow-Through. Build follow-through into the planning. Will the program or project be a stimulus to accomplish another goal? Will it provide continued discussion or learning in a humanities area? Can a task force for some kind of action grow out of the program?

Start Small. This is a **possible** planning consideration. If the agency or combination of agencies are inexperienced it may be good to start with small, easy programming and grow.

By-Products. What **possible** permanent materials can come from this project, such as videocassettes, bibliographies or booklets.

Model for Other Regions. Is it **possible** to structure the project as a model for other regions, e.g. for other library regions? Are you prepared to communicate your experience?

EVALUATION

Evaluation was discussed briefly at the meetings, as preparation for the planning group sessions. It is important to build evaluation into the planning process.

The evaluation discussion ranged from very specific, measurable, factors to a more amorphous consideration of measuring the impact of humanities programming.

Paraphrasing from an article by Audrey Cotherman, Executive Director of the Wyoming Council for the Humanities, provides a summary of, and perhaps a solution to, much of the debate that occurred.

She says that accountabilities seem to consist mostly of the documentation of quantity. Quantitative data does not provide meaning, but does provide a point from which to speculate. There is an obligation to aim for quality. Quality can only be confirmed or denied by the planners (who have projected characteristics of excellence into statements of criteria and then noted whether the characteristics are present or absent), by the humanist (who projects his/her own standards of excellence relating to substance, comprehension and applications), and by the adult participant (who simply provides a rational-emotive reaction to the experience).

PLANNING LIBRARY PROGRAMS, by O'Donnell and Read (see resource bibliography) provides "Some Thoughts On Evaluation" on pp. 28-29.

The structure of the discussion on evaluation makes it difficult to categorize or put into priority order the points that were raised. They are, therefore, simply organized as questions that could be asked to examine the quality of the program or project, and some measurement techniques that could be used.

QUESTIONS TO HELP EXAMINE QUALITY OF PROGRAM:

What happened to the people attending the program or participating in the project? Was there a behavioral change, such as a change in ability to communicate? Were their expectations met? Did they continue on their own?

Did the program or project accomplish its purpose? Did it fulfill a need previously identified? Did it have the intrinsic and extrinsic value desired? Did the anticipated outgrowth or follow-through result? Was controversy provoked if controversy was desired? Was there change in the use of the library, if expected?

Could the format have been improved upon?

Did the planning process succeed? Was a better relationship built between cooperating organizations? Was the publicity effective? What would you do differently the next time? Was a planning list used which could later be checked for evaluative purposes?

Were criteria established by which to confirm or deny the quality of the program or project? E.g. were the speakers effective in their presentation style and knowledgeable about the topic?

POSSIBLE MEASUREMENT TECHNIQUES:

Use of an *outside evaluator.* An analytical evaluation written by an independent, paid evaluator is required for programs funded by the Minnesota Humanities Commission. (The cost can be included in the grant budget requested.)

Determine if the potential audience, or *target group, was reached.* Numbers of people attending really means nothing unless related to clear attendance goals. Attendance is more likely to measure the interest in the topic, the facilities used and the effectiveness of the publicity.

The *continued success of a series,* measured by attendance, can be a useful guide.

The *growth of small programs to larger programs* or projects can indicate the success of both the topic(s) and the planning process.

Coverage by the media after the program can be some measurement of success, although it can be simply an indication of good relationship with members of the media.

Anecdotal evaluation is likely to be provided even if not sought. Adults tell you whether they liked something or not. This can be a structured process of evaluation done verbally, with individuals or in groups, possibly using a trained listener. Anecdotal evaluation can also be written, using open ended questions.

Written evaluation forms for participants can be used. Providing a scale from "very good" to "very bad" will give more definite conclusions than "yes" or "no". The evaluation form can also be used to measure the effectiveness of publicity, for future planning, by including "Where did you hear about this event?"

A *cast party* of planners and speakers or experts can be used to make determinations about quality of content and reaction of those attending.

The *use of by-products* such as videotapes or bibliographies could be an indicator of success.

IDEA EXCHANGE

The humanities planning meetings proved there are plenty of ideas around! The results of the small group sessions used to generate ideas also verified the local planning committee concept. Where four or more are gathered ideas are born.

These are the majority of the ideas reported from the group discussions at the meetings. The index to the humanities resource people directory will guide you to people who have expertise in these subjects. That index could be used for further program ideas.

Some of the ideas in this section, as in the topic index to the resource people directory, are not subjects that fall within the strict definition of humanities. All of them, however, can be approached from a humanities perspective, or can include a humanities component.

This exchange includes a mixture of subjects as topic ideas for programs or projects and delivery systems as methods for approaching the topics.

The order of presentation is representative of the importance given to these ideas. The higher they are on the list the more often they were discussed at the meetings. Sometimes subjects are linked because they can be used together.

Some examples of past or current programs are given to enhance ideas discussed at the meetings.

When a variety of approaches for the same general topic were suggested without details, these are simply listed under the topic category.

The end of the exchange is a list of topics that were suggested but not discussed.

LOCAL HISTORY/ORAL HISTORY/GENEALOGY

Local, oral and family history were the overwhelmingly popular subject of interest. There was a sense of urgency for collecting oral history — the passing of time is critical.

The stress was on using local people who have written local history or on training local people both to write local history and to interview for oral history.

The interest was both in "how to do it" and in using the final products for exhibits, programs and archival resources.

Local historical societies were viewed as the most obvious group with which to cooperate.

It was suggested that a slide/tape show concerning the history of a region could be used on a bookmobile for small showings or the bookmobile could be the delivery system for the show to be presented in community facilities on the route.

A combined oral and written local history project could involve the development of local talent. There would be seminars to guide people in getting started, in taping interviews and in writing and publishing the histories.

Lecture/discussion programs involving those individuals who have already written a local history could be presented. Documentation they have gathered could be used in exhibits.

A "Family of Man" theme was suggested for one possible project. The emphasis is on collecting old photographs from a region, and having new photographs taken. The bookmobile was suggested as a possible delivery system. It would contain a photo display of families in the area, which would grow as collecting continued. These photographs could be combined with family histories that have been written. Programs using the display and written family histories could be presented in communities on the bookmobile route. The programs and interaction would be taped, and would themselves be preserved as part of a growing collection on local and family history. This project was seen as a possible way to break away from a sense of isolation in the region.

Another possible project would use nineteenth century photographs from a region, organized into a flexible, traveling display. In each community the photographs most closely linked with that community could be emphasized. An explanatory catalogue or booklet would accompany the display. There would be a person accompanying the display to introduce and interpret. This would have to be sponsored by two or three larger agencies, such as the local library, university and historical society, because the collection and organization would take some time. There could possibly be local centers to collect and screen photographic contributions from public and private collections. The purpose would be to develop an interest and understanding of photographs as a visual record of history.

A series of workshops which would emphasize preservation of local archives was suggested. The potential audiences would be religious and secular organizations who have records and individuals concerned with family history. The workshops would concern 1) gathering information 2) organization 3) preservation 4) restoration and storage 5) utilization of resources. The workshops would be offered in a series, with time between for hands-on experience by participants and evaluation of that experience by experts. The series would be offered in several communities. Those groups seen as potential users of the workshops would be involved in the planning, so that their real needs could be determined. The potential users could cosponsor the workshops with libraries and historical societies. Cosponsorships would provide an investment of energy and help generate an audience from the groups involved.

Another program would stress the preservation of current, ongoing history and the exploitation of past local history records for research, and display, and programs. Libraries would be involved as depositories for preservation, as catalysts for region-wide cooperative effort and as resources for locating information to help in writing histories. This project was seen as a regionwide effort because community histories intermesh. Some possible components of the project would include the historical societies training unreached, isolated individuals to inter-

view older people for oral history; local historians conducting town tours; historical experts gathering a display which would serve as an example of the type of thing that could be done if materials were collected and preserved. This display would go to each community in the region for a month or two and have programs centered around it. The display seemed appropriate for libraries and other community facilities because many historical society museums are closed part of the year. Historical programs for children could be included. The overall purpose of the project would be to emphasize the need for continuous collection and preservation of newspapers, photographs, documents and records so that the present isn't lost as history.

Programs on church history, using local ministers, were also of interest, as well as the writing of local church histories.

Local historical sites tours and tours of local architecture that has historical significance were often discussed as possibilities.

The need to tape the information available from the older citizens of an area was strongly felt. It was suggested that either professionals could interview or could train local people to interview. Older people could do the interviewing, as well as being interviewed. It was often suggested that nursing homes or senior citizen hi-rises be involved. There are alternative methods to formal interviews. A program on an event or time period, such as the Depression, could be presented to people who then discuss it from their personal experience. This discussion would be taped.

Oral history tapes should be transcribed and indexed carefully. The information could be used for programs in the schools, for developing local history courses and for private use. The tapes themselves could be used as background with an appropriate display.

Having older people involved with the entire project would address the need expressed at one meeting as "the community's wealth is in people sixty-five and older, and it's being wasted."
Oral history interviews could also be combined with the making of a local history film.

Family history was implied in many of the local history projects. There could be a focus on the writing of family histories through workshops on how to do it. The focus could be "discovery through the writing of personal history."

ARCHITECTURE

The study of architecture was of interest to several groups. It generally had a local history focus. For example, a walking tour of community architecture could be used in relationship to cultural geography — why, how and when the physical community grew and developed.

One architecture project, emphasizing local history, would include architecture in the towns and in the rural areas of a region. Libraries, cooperating with historical societies and architectural firms, could develop a variety of materials which could then be placed in libraries on a rotating basis. The materials might include a slide/tape show, photographs, films, book collection, bibliographies and a special booklet of "tangible content" on the architecture of that area. When the collected materials are in any given location there would be walking or driving tours to sites and programs with speakers. The program could be offered in cooperation with a variety of local, civic organizations. The booklet and other special materials could always be available to be distributed to new people in the area, through such groups as the Welcome Wagon. The purpose of the project could extend beyond the historical to a future outlook for improved trends.

Church architecture was mentioned as a possible single focus program. This could be combined with the interest in local church history.

HUMANITIES CLEARINGHOUSE

Every area, whether rural or urban, expressed a need for some type of communication device to provide information about current humanities programs and activities available. There was also a need to know resource people that could be contacted.

Public libraries have generally provided this kind of information, with varying degrees of formality and consistency. However, it became clear that more effort is necessary.

This need for information was often expressed as a project to develop an on-going, current community calendar. It was also suggested that the community calendars of several smaller towns could be combined, particularly for use by rural people.

A telephone service, rather than a published calendar was also suggested.

The creation of a file of people as experts and speakers was also considered. This file would help make better use of many talented people in the area, such as at a local college, who are not being used.

Another method suggested for communicating the cultural events of an area was to hold a "cultural fair" with representatives and information from all types of agencies and organizations.

At one meeting the clearinghouse concept was turned into a project called "Personal Interest Clearinghouse (PITCH)". The library would be both a facility and a catalyst for this project. It would be a clearinghouse for people with similar interests. The project would begin with brown bag lunches on various topics, which would bring like-minded people together. A file of interests would be collected and maintained. Forms would be available in libraries and newspapers. There would be a wide range of media advertising about the service. It was recognized that the service could not be restricted to topics in the humanities.

A similar service has just begun in the Twin Cities. It is called the Metropolitan Connection. The promotional information for the service says, "Based on a simple system of telephone referral, The Metropolitan Connection will enable adults interested in sharing, learning or teaching a skill or interest to be referred to one another. Either on a one-to-one basis, or in a group, persons make their exchange connections on a free or fee basis . . . or you can barter." Information about the service is available from The Metropolitan Connection, 1222 Southeast 4th St., Minneapolis, MN 55414 (612) 379-7777.

SHARE! MOVE IT AROUND!

The need for libraries to share programs among themselves or with other organizations was often mentioned. A quality program or project is often costly to plan and organize. It makes sense to use it often and to share the cost. Several libraries, or library regions, could get a single grant to share films, plays, concerts, programs or workshops.

To share with more communities it becomes necessary to move the program, people or materials. Traveling programs would fill an often expressed need to "take it where the people are." This need is present in both urban and rural areas. Traveling to where the people are, even to homes, was suggested as one method for reducing the sense of isolation that is present both in rural and urban areas.

It was suggested that the programs go where people naturally congregate, such as senior citizen centers, shopping centers and community rooms, Private companies and factories often have meeting space. Using community facilities can solve the problem of lack of physical space in the library.

The bookmobile is an obvious (pardon the expression) vehicle for moving programs around. It has been used that way in the past, e.g., A Bicentennial Bookmobile traveled throughout the Arrowhead Library System.

Bookmobiles were often mentioned during the meetings. It was suggested that a bookmobile could be used for displays, such as featuring one author (nicer if the author is also on board), photographs or slide/tape shows. The bookmobile could also carry a craft person or a folksinger. A humanist could be "in residence" on the bookmobile.

Bus trips, sponsored by the library, to performances or exhibits are not uncommon. Use of the traveling time for formal discussion with a resource person is possible.

"Traveling humanities boxcars," based on the Art Train, were also suggested.

ETHNIC HERITAGE

It was often mentioned that recognition and celebration of the ethnic diversity of an area would be an informative and interesting project.

Presentation of the history and customs of ethnic groups could be done in a variety of ways. Encouragement and presentation of folk music and folk dance was one method. Materials, such as booklets, slides, speakers, crafts and musicians could be used to focus on one ethnic group at a time for a series of programs or could be used to focus on the ethnicity of one small community at a time.

The materials focusing on one ethnic group could emphasize the historical/cultural contributions of that group.

The Spanish culture and heritage of migrant workers was discussed as a topic that would increase the understanding of the communities that have migrant workers. The involvement of those with Spanish heritage in planning and producing a program would increase the knowledge of the sponsoring agencies, as well as the community. Better service to migrant workers may well result.

American Indian heritage was also of interest. It was suggested that libraries and other agencies could cooperate with Indian agencies. Indian people could speak on topics of current concern, such as ecology, with a perspective unique to their culture. There could also be a program about particular sites in the area that have historical significance to Indians and are often unknown by others living in the area.

CROSS-CULTURAL AWARENESS/COMMUNICATION

Presentation by foreign students was suggested as a method to increase understanding of foreign cultures and peoples.

Orientation to an appreciation of the third world, using food, dress, art and handicrafts was considered. This project could include displays that would interpret the folk art traditions of various peoples. There would be speakers from universities, often from the country being emphasized, and local experts could be used. This type of project was seen as satisfying a need for information and knowledge about the third world.

A workshop on cross-cultural communication was suggested for those working in libraries and other social service agencies. The goals of such a workshop would be 1) help service people appreciate other groups by increasing their understanding of such groups, 2) increase communication skills between people 3) teach identification of different groups/individuals in an area 4) identify materials and services libraries could provide for various cultural groups. Methods such as videotaped role playing could be used to teach the communication skills. There would also be presentation by representatives from various ethnic/cultural groups. Small group discussion and field trips to a local church or an ethnic restaurant are other methods. Some of the information shared would concern customs, verbal and non-verbal clues people give when communicating, values, morals, family structure and discipline, and psycho-social history as a barrier. The audience would be involved in the planning so that needs and expectations could be clarified. While this seemed not closely tied to humanities disciplines, some components such as use of language and cultural/historical background would be directly related to the humanities.

HERITAGE

The movement "back to nature" is something that could be examined. Why is it occurring? It was suggested that since this movement primarily involves younger people, older people could share their knowledge and direct experience with those interested in the movement. It was also suggested that materials be collected that would assist in preserving information on many skills that are being lost to an area through Americanization. Examples of such disappearing skills in one region were making Scandinavian food and doing Ukranian egg painting.

A project entitled "Exploring Our Heritage" was planned by one group. The project would focus on 1) books 2) food 3) genealogy 4) arts 5) oral history 6) crafts. It would be a series of workshops with demonstrations and discussion. The series would be held in several communities, particularly those not usually reached with programs. The workshops would be preserved on videotape. The project would be sponsored by a wide variety of agencies such as the library, historical societies,

churches, agricultural extension service, senior citizen groups, arts councils and civic organizations. Since one major potential audience would be older people, transportation would be provided using agencies' buses and vans. Funding would also be a cooperative effort, since a variety of sources could be approached for part of it, such as the Minnesota Humanities Commission, Minnesota Arts Council, Minnesota Historical Society, businesses and service organizations.

CRAFTS

Crafts were often seen as relating to programming on heritage and ethnic heritage. In that context they were often combined with art or music.

Exhibits of local crafts, particularly of a historical nature, were seen as possible links with local history exhibits.

The history of specific crafts was viewed as a possible focus to link humanities with the popular "how to" classes often provided.

A craft demonstration, in a historical context, was seen as a possibility for bookmobiles.

ART AND HUMANITIES

There was often an interest in the linking of produced or performed art with appreciation and understanding of art. One approach to art appreciation was to present two or more art forms of similar style, such as electronic and classical music or poetry and prose, and discuss the relationship or lack of relationship.

Methods for increasing appreciation that were suggested included using local artists, poets and writers in discussion/performance formats such as fireside chats, cultural fairs in the park or chautauqua. (chautauque: entertainment or lecture or series of meetings combining entertainment and educational features, often held out of doors, in a tent, etc. Webster's New International, 2nd ed.). The cultural fairs in the park could be combined with current art fairs or could be a revival of band programs in the park.

Works of art were also viewed as vehicles for understanding. Several times women and the arts were mentioned. There is an exhibit of Women and Art from the University of Minnesota that some agencies have borrowed. A leader/guide for programs is available with the exhibit. An extended women and the arts program including music, writing and playreadings was also suggested.

A Depression art exhibit from the University of Minnesota is available. This exhibit combines art and history.

FAMILY

Interest in the family was widespread. This was expressed as a need for programs and activities that involved the entire family, and the extended family. The need is intergenerational communication.

The family was desired as a subject for programming as well. This could take a wide perspective such as viewing the family through literature and history. It could be very specific, such as the concern about the generational differences, partially caused by educational differences, in farm families.

The programming could concentrate on definitions of the family, both traditional and contemporary, to lead to a better understanding of the different kinds of families that might live in a community, such as those represented by children without marriage, marriage without children, and alternative life styles.

One group envisioned a project concentrating on the family from this definitional perspective. Its purpose would be to define the social mechanisms people use to meet and to develop new relationships. It would look at the relationships of family members over a long period of time. The changing roles of family members would be analyzed and discussed from such perspectives as the impact of television on the family image and the impact of education on the family. This would be a complex, long term project using both written materials and people resources. It would attempt to involve people of all ages. A celebration of the family with a carnival or party atmosphere would be included at some point. The group acknowledged that this was a gem of an idea and that they did not have time during the meeting to pursue methods for presenting each component.

Stresses on the American family and family violence were topics of concern. Child abuse and battered women were felt to be topics worth approaching from a humanities perspective. The purpose would be to broaden understanding as a first step toward solutions. A series of programs entitled "Rights for Victims . . . Choices for the Community" was presented by the Newton Public Library, in Kansas, funded by the Kansas Committee for the Humanities. The series included two discussions on child abuse, one "within the family circle" and one "beyond the family circle." The other two discussions were "sexuality understood — who's right? who's responsibility?" and "rape — an act of violence." The resource people were anthropologists, psychologists and historians.

BOOKS

Books as the major focus for humanities programming came up less than one might have expected during meetings that included many librarians. Books and other materials were more often viewed as resources or followup to other projects.

However, the use of local authors in conjunction with their writings was often expressed as a desirable program.

Several meetings expressed an interest in programming around a particular part of the collection, such as historical fiction. This was extended to programming around special collections by St. Paul Public. They have now been funded by the Minnesota Humanities Commission to present a series entitled "The Rare and the Unusual" based on their special collections. The five programs will consist of lectures and discussions on "the history of the book," "F. Scott Fitzgerald and his St. Paul roots," "the Bible as literature," "how a children's book becomes a classic," and "St. Paul history as reflected in its architecture." This series has as its goal to reach the audience of "traditional" library users, the book lovers.

At one meeting, a citywide "Reading Break" was envisioned as a "happening". There would be a media campaign urging people to read ½ hour each day. Displays were mentioned, to assure that people know what's available for their reading break.

BOOK DISCUSSION GROUPS

The desire to revitalize the traditional book discussion group, including the Great Books Discussions, was unexpectedly strong. More often the book discussion groups were planned to focus on particular themes or on contemporary books. One title suggested for a group was the "Not So Great Books" discussion group. One was seen as an "old fashioned" books group. Another was seen as a humanities reading project. Another would concentrate on such current books as PASSAGES, with the purpose of crossing generational lines. Another wanted to focus on best sellers.

One group wanted to focus on books that would raise issues such as "Who Am I?" They stressed the need for an expert group facilitator. They also imagined using special readings as well as complete books.

DISCUSSION GROUPS

At almost every meeting the desire for some type of discussion group was raised. The need for small group communication and interaction, particularly on subjects that fall within the purvue of the humanities, was strongly felt. It was acknowledged that these should be ongoing groups with good leaders or facilitators, they should be free and they should be held in pleasant social surroundings. Not everyone wants background reading before a discussion.

The discussion could concern such topics as censorship, the future of different aspects of our lives and people liberation. They could also reflect public issues and controvertial issues. Television shows, newspaper articles on local issues and films were seen as some of the instigators of discussion aside from books.

Once again the concern about isolation of people in both rural and urban settings and the desire to interact with people who have similar interests was a motivator for this approach.

FILM

The use of film as a starting point leading to discussion was often mentioned. This could be a series of films, such as *AMERICAN SHORT STORIES, TOURING GREAT CITIES, SIX AMERICAN FAMILIES, ADAMS CHRONICLES,* and others which are available from OPLIC. These films lend themselves to presentation with speakers and discussion. Currently Hennepin County Library has a grant from the Minnesota Humanities Commission to provide expert speakers in conjunction with the *SIX AMERICAN FAMILIES* series which will be borrowed from OPLIC.

The use of feature films was also of great interest. One group wanted films on small town life and culture. Another discussed using feature films about Minnesota such as *MAIN STREET* and *THE EMMIGRANTS.* Yet another wanted to use films about historical experiences, such as *GRAPES OF WRATH* which would involve the audience in describing their experiences during the Depression. Another group felt that people could be "brought from where they are, to the humanities," through the use of such films as *CITIZEN KANE* and *THE LITTLE TRAMP.*

In some areas it was felt that the films could be shown on Cable TV with groups congregating later for the discussion.

The only mention of film making was in conjunction with local history.

TELEVISION

Television was seen both as a tool for providing discussion topics and as a subject topic in itself.

At one meeting someone stated "I can get all the culture I need on T.V." This would seem to be a rational for using the material already available on television as discussion topics. Such material would be the Masterpiece Theatre productions and various film series of the type OPLIC owns. The use of Cable TV as a vehicle for controlling when and what films would be shown, to better coordinate a series of discussions, was seen as desirable when possible.

Public issues presented on such shows as SIXTY MINUTES were also suggested for followup discussion groups. Another current issues program seen as a possible discussion facilitator was MOORE ON SUNDAY. It was suggested that it might be possible to have the announcement of a followup discussion to be held at a certain library made on the air with the program.

Video cassettes of television classes could be stored and shown in the library.

Libraries could also collect and preserve audio and video cassettes of local appearances by personalities.

The desire to pressure public TV for better programming and to work toward providing public television in areas that don't receive it were mentioned.

Television was also viewed as a factor in our culture which deserves attention in public programs and discussions. One title suggested was "T.V. In Our Lives," which would be a program focusing on suggestions for controlling personal use of television or providing ideas for people who are thinking of going without television in their homes.

Another program would involve community discussion on television as a cultural reality. It would be a values clarification, rather than a condemnation.

One project was structured to combine the use of television and the discussion of television itself. Some possible perspectives for such a project were 1) a humanistic approach to television 2) television and universal themes 3) considering a character on television and a character in literature 4) discussing the nature of television, rather than the shows it presents.

HUMANIST-IN-RESIDENCE

The use of a humanist-in-residence was discussed several times but never pursued in detail during the meetings.

At one meeting the humanist-in-residence idea was appealing because of the possibility of "making a strong impact on a few people as opposed to a minimal impact on large numbers."

It was mentioned that a humanist in the library could stimulate use of areas of the collection, such as philosophy, that are currently underused. A humanist

could also assist in collection analysis and materials selection.

There was interest expressed in having a "humanist-storyteller" on a bookmobile. The emphasis would be on Minnesota folklore for adults.

A humanist could be a moderator, instigator or catalyst used at library board meetings to observe and comment. Such a role could also be played at library staff meetings. Philosophers, particularly, are often used in labor arbitrations. These same skills could be applied to library board and staff situations. A humanist could also assist in clarifying the goals of the library as a cultural institution and provide concrete approaches to such a goal.

Currently the Southwest Minnesota Arts and Humanities Council, with a grant from Minnesota Humanities Commission, has a circuit-riding humanist (Kirk Jeffrey, who appears in the resource people directors). He is focusing on six topics: rural America, women in rural America, the future of the small town, work, land, the Depression. He is visiting nine communities three times, using libraries, and other community facilities as places to meet the public.

Cumberland County Public Library in Fayetteville, N. C., has a humanist-in-residence who meets with individuals in the library and makes many presentations to civic organizations. He also writes articles for the local newspapers. His topic focus is on life and problems of an urban community. Details about the project are in the Sept. 15, 1978 LIBRARY JOURNAL.

POETRY

Reading, writing and sharing poetry was of great interest. There was interest in local poets reading their works during fireside chats and as "Poets In The Park." There was a wish to involve people in nursing homes in writing and reading their poetry.

It was mentioned that there are "a great many poets and versifiers who need a chance to share, explore, communicate and look at other people's work." This would apparently lead to a poets discussion group.

It was also suggested that children's poetry be looked at by adults, to assist them in appreciating and learning to understand creativity in their children.

"Contemporary music lyrics, what do they mean?" was suggested as aprogram topic.

ISOLATION

Isolation was looked at from a number of perspectives in many of the meetings. It is worth mentioning here because it was of such concern and because it can serve as the reason for pursuing group interaction types of programming. It is also the rationale for moving programs to people, rather than asking people to travel to programs.

The difficulty of people identifying their own interest group was one reason for topically centered programs which would bring people of similar interests together.

Rural isolation was stressed as the reason to decentralize the delivery system.

There are isolated groups within society, such as senior citizens, parents whose children have left home, farmers in winter and singles who move to a small town. Programs and projects are needed to bring these people together.

Certain areas of the state expressed a concern for their cultural isolation, which makes them want more opportunities available to them.

A different approach to isolation was a need expressed to break down the isolation of what we are doing from what we are learning and the isolation of what we are doing with our learning.

Social isolation in a rural setting was suggested as a topic around which to organize materials to be presented at "get togethers in people's homes." The topic of isolation itself would be used to allay some of that isolation by bringing people together.

SMALL TOWNS

It seems that small towns have problems whether they are progressing or regressing. One topic concerned "Death of Small Towns," what happens when they lose their schools, post office, and railroad. However, "Problems of Progress," what happens when a small town becomes a big town, was also discussed as a topic.

Small town rivalry, how it developed and its effects, was discussed as a project. The schools were possible sponsors because rivalry is often tied to schools. The approach would be to sponsor a basketball game between two communities, having the fans cheer for the opposite town, rather than their home town. After that experience they would talk about the history of their community rivalry. Older people would share their memories of how it started. Young people would give their perspective on the current rivalry. Both positive and negative effects of the rivalry would be discussed. The purpose of such a project would not be intended to overcome the rivalry situation, but rather to understand it. Perhaps an understanding of how they can cooperate and still maintain rivalry, such as in sports, would be possible. If it was successful this project would be tried in other communities

A project concerning resistance to change was given the possible title "Choices and Changes." One topic of concern was land use, including shopping malls, strip development, economic and recreational use of land. Other topics included crime, personal liberty, energy vs. powerline and access to political systems. The topics would use the philosophical, historical, humanistic approach. There would be symposiums, with films, exhibits and pamphlets used before the symposiums as preparation. Libraries would have related books and materials available. Radio would be used both to preview the symposiums and to followup. This would be a cooperative venture using libraries, colleges, the agricultural extention division, schools, art groups and local civic organizations. In a multi-county region each county could plan one symposium and the entire series would travel to all counties. This is merely a summary of a complex subject which will continue to be planned.

THEATRE

Amateur play reading groups, and readers theatre, were discussed.

There was interest in combining a trip to the Guthrie from a rural area with a series of workshops to be held before and after the play. These workshops might have to be

held in several locations to reach all those who participated in the trip. It might be possible, however, to bring the people back together as a group, again using the bus. The Guthrie has people available to conduct wokshops. Funding is posssible from local arts councils or from the Minnesota Humanities Commission. The Commission currently funds several after-theatre discussions.

GOVERNMENT

Understanding local governance and reexamining public institutions were considered as topics. This type of programming was to be directed to the general citizen. One suggestion was a public forum on City Council, using members of the city council.
Closely linked to an understanding of governance was an understanding of the tax structure. This would be approached as if all taxes were eliminated and we were to start over. How would we tax ourselves and for what? The emphasis would be the relationship of the tax structure to the humanities. The program would concern the history of economics, tax funds, why tax and fundamental issues of taxing. It would be philosophical rather than technical. It was felt that this was a timely topic that would attract an audience such as the general citizen, faculty of colleges and high schools and possibly students. Involvement in planning and cosponsorship would include tax lawyers, League of Women Voters, city government, the library, chamber of commerce, high schools and colleges. The purpose would be definition and clarification, not solution.

A program sponsored by the Mississippi Library Commission, funded by the Mississippi Committee for the Humanities, entitled "Making Yourself Heard" is another approach to individuals in relation to government and society. The purpose is to encourage citizens to voice their concerns and to stress the importance of writing to newspapers, legislators, etc. Each participating librarian selects a panel including one media person, one local official and two humanists. The public also learns that sources of names and addresses are available to them in the library.

EDUCATION

One suggested topic for a program on education was "Education — Citizen Participation and Influence."

Another group envisioned a town meeting on education concerning accountability in education and future trends in education. It was felt that there is an interest in the subject and a need to discuss the issues. It is better to discuss and learn before a crisis arrives so that it is possible to get to the basic issues when a crises arises. Participants in a panel would include an authority on state and federation regulations and a humanist to discuss educational issues.

OUT-MIGRATION OF YOUNG PEOPLE

This concern was mentioned at two meetings. It was viewed as a possible topic and also as a reason for providing humanities programming. While some of the out-migration is due to the lack of economic development, it was also believed to relate to the lack of intellectual stimulation. One person asked, "What are we doing to keep young brains moving and interested in this area?"

VIDEOTAPE

The use of videotape to preserve unique humanities programs when they are presented was seen as a cost effective device by which to share this program with others who couldn't attend and with other libraries and agencies. The opportunity for interaction with the speaker(s) is lost, but there is still the opportunity for interaction between those watching the tape. As Don Gribble, Hibbing Public Library put it, "To me, one of the biggest wastes is in not video recording these one of a kind programs so that they can be enjoyed by others throughout the state and region."

BIBLIOGRAPHIES

Bibliographies in conjunction with other programs or projects were usually mentioned. These could be used both for preparation and for follow through.

Bibliographies can also be presented with essays written by experts, on any topic of interest. The TIME ALIVE series from Denver Public Library is an example of a very elaborate project using this concept. This could also be done on a fairly simple basis.

WOMEN

Women on the Range (currently part of a series being presented by the Arrowhead Library System).
Journals of Crises, e.g. women's changing roles.
Women and Art.
Legal status of Women, e.g. rural women who lose farms.
Women's film series.

RELIGION

Ecumenical dialogues between churches and theological ethics, a ministerial debate.
Contemporary religions in America — not exclusively Christian religion.
World religions (often cited was the possibility of using the film series *THE LONG SEARCH*, which has shown on public television.)
The interaction of religion and culture.

The library was suggested as a neutral facility for this type of program.

WRITING

Workshops on writing a book or magazine article.
How to write poetry.
Writing local history.
Publication of local literature.

LANGUAGE

Foreign language as a second language.
Language in America — the influence of different dialects, the structure of language and limits and boundaries that we should make to say this is the standard language.
Language and the humanities — to what degree we communicate with language.

SPORTS

"Sports — Are We Creating Men or Monsters?"
Sports in literature — using lectures and bibliographies.
Economics and ethics of sports — discussion groups.

Discussion, in taverns, after sports events.
"Sports as Revision," concerning the win syndrome and the firing of a coach for losing.

MUSIC

Music appreciation.
Music appreciation directed to those in community bands or those who were in bands in high schools and have gotten away from music.

PHOTOGRAPHY

Photographic exhibits.
Exhibits of local photography, either by a local photographer or of local scenes.
Photography as a visual record of local history.

NEWSPAPERS

Use of newspaper articles on local issues as material for formal discussion groups.
Newspaper courses, including an announcement in the newspaper that appropriate related materials are available at the library. Libraries should work with the newspapers so they are alerted before such an announcement.

WORK

The meaning of work and how the nature of work changes. This was seen as building on what people think is important in their lives.
Vocations — honor and pride in work.

THE DEPRESSION

Use of the Depression art exhibit from the University of Minnesota.
Use of the film GRAPES OF WRATH as a discussion device, with people sharing their personal experiences.
"The 30's," a multifaceted, interdisciplinary approach.

IDENTITY

Sense of identity, who we are.
"Doing Your Own Thing," what does it mean to do your own thing? How does it affect everyone else? Doing your own thing vs. social responsibility. Because this subject was stressed in recent books and magazine articles, a group was excited about approaching it from the viewpoint of psychology, ethics and religion.

MUSEUMS

Preparation for museum visits.
Use of traveling museum exhibits for lectures and courses.
Providing bibliographies for museums to use with their exhibits.

RADIO

Bring public radio to communities that don't have it.
Use commercial radio for programming.
Several public radio stations in Minnesota are working under their own humanities planning grants. They are very interested in working with libraries and other agencies in doing programs. It is recommended that you check your local community radio to see if you can work with them.

INTERNATIONAL AFFAIRS

How international affairs effect us locally.
Family farms and foreign markets.

MEDICAL ETHICS

Panel discussion with lawyers, medical people, humanists, to discuss ethical questions of test-tube babies and cloning. This could also be structured as a public debate.

LITERATURE AND CHILDREN

What literature does for children. This could be expanded to include the impact of media on children.

SHAKESPEARE

An organized study, which includes group participation, interpretive reading, trips to the Guthrie.

TRAVEL

Preparation for organized groups traveling to a certain place. Travelogue Dinners, including appropriate food and presentation of peoples and culture.

DRUG USE AND ABUSE

In a cultural rather than a clinical context.

HISTORY

Famous places and personalities throughout history.

PUBLIC ISSUES AND CONTROVERSIAL TOPICS

Humanities in relation to public issues such as the powerline, abortion, child abuse, battered women, education, and aging.

FAMILY FIGHT MODEL

Structuring the discussion as though arguing around the dinner table.

OPINIONS/PREJUDICES: WHAT SHAPES THEM?

BASIC PHILOSOPHY

POPULAR CULTURE

CULTS: WHY PEOPLE DROP OUT

EXTRA-TERRESTRIAL INTELLIGENCE

FUTURE

DEATH AND GRIEF THERAPY

NUCLEAR WEAPONS/NUCLEAR ENERGY

HUMANITIES: A BASIC INTRODUCTION

DEVELOPMENT OF COMPUTERS

PUBLIC DEBATES

QUALITY OF RETIREMENT

VIKING ARTIFACTS: TRUE OR FALSE?

SOURCES

PEOPLE:

Many community colleges, colleges, universities and libraries produce a speaker's bureau list or have a service providing information on local people who have knowledge and expertise in a variety of fields. Some examples:

Speakers: St. Cloud State University. (1st Ave. S. & 7th St., St. Cloud, MN 56301). This directory is intended to help organizations find well qualified speakers. About 200 faculty members of the University are listed, with address, phone number, speaking topics and academic qualifications. A subject index is included.

Mankato State University Faculty/Staff Interest Inventory. Mankato State, Library-Media System, Oct. 1979. (Contact: C. Hitt, Project Director, Library-Media System, Box 19, Mankato State University, Mankato, MN 56001.) The inventory is arranged by subject, with name, academic or personal interest, and phone number following. Quarterly updates are planned. It is being produced in both hardcopy and microfiche formats and being sent to the libraries in the region and to regional government offices. It is intended for use by hobbyists as well as teachers, students with research projects and others in need of specialized information.

University of Minnesota, Minneapolis Campus Speakers Bureau. (S-68 Morrill Hall, 100 Church St. SE, Mpls, MN 55455 (612) 373-7502.) This is primarily a telephone service.

Metropolitan Connection (1222 Southeast Fourth Street, Mpls, MN 55414 (612) 379-7777.) This is a community-based service created to help individuals and organizations efficiently locate learning opportunities. This system will provide access to teaching, learning and sharing experiences for persons of all ages and backgrounds. The information is available by telephone.

PROGRAMS:

Some possibilities for locating traveling programs or for identifying locally based organization:

University of Minnesota Touring Exhibits. (Contact: Mary Harvey, University Gallery, Northrup Memorial Auditorium, 84 Church St. SE, Mpls, MN 55455 (612) 373-3424.)

Plains Bookbus. (Contact: Christina V. Pacosz, Bookbus Coordinator, Plains Distribution Service, Inc., P.O. Box 3112, Room 500, Block 6, 620 Main, Fargo, ND 58102 (701) 235-5636). Their literature states: The Bookbus, stocked with over 160 book titles and more than 40 magazines, brings a sampling of the flourishing non-commercial literary art of the Midwest to communities in Iowa, Minnesota, North Dakota, South Dakota and Wisconsin. The Bookbus can be a dramatic way to excite interest in Midwestern writing and the presses and literary magazines who publish in the region. The bus can become the focus for a variety of activities. Communities are encouraged to arrange readings — either by local or visiting writers. Plains Distribution Service will work with community organizations as a "booking agent" if necessary.

Non-profit Arts Organizations in Minnesota. (Arts Resource and Information Center, The Minneapolis Institute of Arts, 2400 Third Ave. S., Mpls, MN 55404 (612) 874-0200, ext 274, $1.86.) This directory is available in many libraries. It contains a listing of organizations arranged under Performing Arts, Visual Arts, Literary Arts, Architecture, Service and Promotional, Arts Centers and Higher Educational Institutions. The information included will state whether the organization provides traveling programs or exhibits.

Programs in the Arts and Humanities Available for Use in Schools and Communities. (Contact: Southwest Minnesota Arts and Humanities Council, SMAHC, Box 583, Marshall, MN, 56258, Marshall area, dial 537-1471, Long Distance, dial toll-free 1-800-622-5204.) The organizations, which are located throughout Minnesota, are arranged under Theatre, Music, Dance, Visual Arts, Humanities and Other Programs. Detailed information about the programs offered is given, including fees and technical requirements.

American Farm Project. (Contact: Bill Schaeffer, American Farm Project, Southwest State University, Marshall, MN 56258 (507) 532-9066.) The American Farm Project is a three-year rural humanities project sponsored by the National Farmers Union and funded by the National Endowment for the Humanities. A variety of materials will be available as the project progresses, such as an interpretive anthology for the four themes (land, economics, rural image and people), filmstrips and slide presentations. Speakers and programs may also result. If interested in these subjects, it is recommended that you contact Bill Schaeffer.

Minnesota Historical Society. Directory of Local, County, Regional and Special Purpose Historical Societies and Associations. (Pat Huss, Editor, Field Services Department, Minnesota Historical Society, Building 25, Fort Snelling, St. Paul, MN 55111.) This directory is updated annually and available at no cost. The name, address, contact person, telephone number and museum hours are listed. There is an area index. This directory could be used for regional tours or to locate resource people for local history projects.

Official Museum Directory. (American Association of Museums, National Register Publishing Company, 5201 Old Orchard Rd., Skokie IL 60077). This directory, available at many libraries, would be another source for possible tours and touring exhibits.

The Shared Experience, directed by Michael Lawrence (Produced by Lawrence Brandon Seidel Films, Inc). This 16mm film is available for loan from OPLIC. It was sponsored by the Enoch Pratt Free Library and funded by the Maryland Committee for the Humanities and Public Policy, an affiliate of the National Endowment for the Humanities. The film is a broad look at information and the transmission of human experience across the ages. It could be used for a variety of humanities programs. It is recommended for use with local planning committees, library staff, library boards, or Friends of the Library, as an "inspirational" piece to spark interest in humanities programming through the library.

SPECIAL COLLECTIONS:

Some information about special collections of humanities material was collected at the humanities meetings. However, it was only partial information. To gather accurate and complete information on all the special humanities collections in Minnesota would have necessitated a lengthy statewide survey. Since this project is oriented to public programs, using easily accessible materials rather than research, the decision was made not to conduct such a survey. Much of the information about special collections which would have been gathered is already available from three publications:

The Hill Directory of Library and Informational Resources in the Twin City Area, Newly Revised Edition, Edited by Marilyn Mauritz & Diane Brown, James Jerome Hill Reference Library, St. Paul, 1978 (Available from James Jerome Hill Reference Library, Fourth & Market Streets, St. Paul, MN 55102 (612) 222-4612, $16.00). This reference source, available at most metropolitan libraries, includes borrowing policies and hours, as well as major subjects covered by the collections. While it contains more than collections in the humanities, the subject index is a guide to appropriate subject interests.

Subject Directory of Special Libraries and Information Centers, V.4: Social Sciences and Humanities, 4th ed., Edited by Margaret L. Young, Harold C. Young and Anthony Kruzas, Gale Research Co., 1977. (Available from Gale Research Company, Book Tower, Detroit, Michigan 43226 (313) 961-2242, $30.00) This subject directory, available in larger research libraries, is one of several subject volumes which accompany the *Directory of Special Libraries and Information Centers*. The subject directory is arranged by broad subject headings: Area/Ethnic, Art, Geography/Map, History, Humanities, Music, Religion/Theology, Social Sciences, Theatre, Urban/Regional Planning. The libraries having special collections in these subjects are arranged alphabetically. There is no geographical index to guide one directly to Minnesota collections. The "parent" *Directory of Special Libraries and Information Centers* contains all the information that is in the subject volumes and has a geographical index. Using the geographical index in the parent directory will guide one to all Minnesota collections, regardless of subject.

Subject Collections: A Guide to Special Book Collections and Subject Emphasis as Reported by University, College, Public, and Special Libraries and Museums in the U.S. and Canada, by Lee Ash, Bowker, 1978. (Available from R. R. Bowker Co., 1180 Avenue of the Americas, New York, NY 10036, $47.50) This directory, available in large libraries, is arranged by very specific subject headings. While there is no geographical index or index by name of the collection, the subject specificity is helpful.

IDEAS/PLANNING:

Planning Library Programs, by Peggy O'Donnell and Patsy Reed, Southwestern Library Association, 1978. (Available for loan from OPLIC. Any further questions address to Peggy O'Donnell, SLICE, 7371 Paidao Dr., Dallas TX 75240) This manual was prepared for a project of the Southwestern Library Association, funded by the National Endowment for the Humanities. While it is geared to libraries in the Southwest, the information is useful for anyone planning humanities programs. It contains information on planning, the planning group, building an audience, turning your theme into a program, evaluation, writing your proposal, publicity and promotion. The manual has been recommended several times throughout this handbook.

Libraries and the Arts & Humanities, by Charles G. Bolte, Gaylord, 1977. (Available for loan from OPLIC) This book contains information on the history and current activities of the National Endowment for the Humanities, the National Endowment for the Arts, state humanities committees and state arts councils. It describes many library arts and humanities projects throughout the book and can be a useful source for ideas.

Research Report: Community Colleges, Public Libraries, and the Humanities: A Study of Cooperative Programs, by Sandra L. Drake and Mary Jo Lynch, American Association of Community and Junior Colleges, 1978 (Available on loan from OPLIC. Can be purchased from AACJA Publications, 621 Duke Street, Alexandria, VA 22314, $6.00) While this is primarily a "state of the art" report on public library/community college cooperation in the humanities, it can be a useful source for considering cooperative ventures in the humanities, particularly with educational institutions.

FUNDING SOURCES

Part of program/project planning includes identifying funding sources. Some of the agencies most active in funding the kinds of projects discussed in this handbook are outlined in detail. Other possible sources are not listed because unless the specific project is planned one cannot be certain that the goals of the project are consistent with the goals of the funding source.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH), 806 - 15th St. NW, Washington, DC 20506 (206) 724-0398. Many publications about the Endowment's goals, divisions and guidelines are available. Those that might be of most interest are the *Program Announcement,* which gives an overview of the Endowment and all its divisions; and the *guidelines* for the *Division of Public Programs,* the *Public Library Program, Youth Projects* and *Challenge Grants.* All of the divisions have guidelines available.

The Endowment is an independent Federal grantmaking agency created by Congress in 1965 to support projects of research, education, and public activity in the humanities. The definition of the humanities, according to the Act which established the Endowment, is included in the opening introduction of this handbook.

To clarify questions that often came up during the OPLIC project, some of the areas the Endowment does not fund (except under the Challenge Grants Program) are:

- Construction or restoration costs, except for limited amounts necessary to carry out other purposes of an application;
- Museum or library acquisitions, except for limited amounts needed to achieve other purposes of an application;
- Costs of permanent equipment which is not essential to complete a broader program or project.

The Endowment's operations are conducted through six divisions and the *Challenge Grant Program.* The *Divisions* are: *Research Grants, Fellowships, Education Programs, Special Programs* (which includes the *Office of Youth Programs*), *State Programs* (which provides the funds for the **Minnesota Humanities Commission**), *Public Programs* (which includes the *Public Library Program*).

Many of the divisions support library projects. Of particular interest to libraries could be an activity funded by the *Office of Youth Programs:* NEH Youth Projects, which supports organizations and institutions providing humanities programs that reach large numbers of young people. The *Challenge Grants,* too, may be of interest. Rather than providing traditional grant support out of regular program categories and for specific projects, *Challenge Grants* offer institutions the assistance they need to carry out their basic functions, such as fund-raising plans, general operating, defraying deficits, renovation, acquisition, etc.

Here we will focus on the **Division of Public Programs,** which, through its new **Public Library Program,** provides support for activities in the humanities based on the collections and services of free libraries serving the general public. Among the organizations eligible to apply are public libraries and library systems, state library agencies, state and regional library associations, and academic or research libraries which provide regular services to the general public.

The purpose of the **Division of Public Programs,** of which the **Public Library Program** is a part, is to support activities that increase the adult public's understanding and use of the humanities. The specific goals of the Library Program are:

- To strengthen library programs that stimulate and respond to public interest in the humanities;
- To enhance the ability of library staff to plan and implement these programs; and
- To increase the public's awareness and use of a library's existing humanities resources.

Encouragement is given to library projects which involve continuing collaboration with other community educational and cultural institutions and with scholars trained in the subject areas of the humanities. The Endowment also welcomes proposals which relate library humanities resources to broader audiences such as the handicapped, minorities, the elderly, and residents of isolated rural areas.

Again, to clarify questions that came up during the humanities meetings, it should be pointed out that the Public Library Program supports *oral history* **only** when there is a specific plan for its use in a public humanities program. Normally it would also include other library community local history resources. Such a project can use as a guide the standards and procedures established by the Oral History Association. A copy of these standards is available from the Public Library Program (NEH address above). Funds are not available for *independent learner services* unless the topics relate to the humanities. A service could be developed that provided in-depth information, analysis, or guidance on a humanities theme or issue. Such projects frequently have a high per participant cost, a factor considered by reviewers and panelists as they evaluate proposals competitively.

The guidelines for the Public Library Program include some examples of grant ideas. A list of grants made to public libraries is also available. The guidelines also include detailed information on application procedures and deadlines.

Public Library Program staff welcome a preliminary draft, informal description of a project idea, or inquiries about library projects before a formal proposal is developed. Experience suggests that applicants who confer with staff before a grant proposal is submitted are more likely to submit an eligible proposal.

State Humanities Committees
Many library programs are funded by state humanities committees. These private citizen committees receive grants from NEH which they in turn distribute to groups according to each state's own guidelines and priorities. Because the NEH Public Library Program does not normally support library projects that can be funded by a state program, applicants are **strongly urged** to informally discuss proposals with their state humanities committee before applying to the Public Library Program.

MINNESOTA HUMANITIES COMMISSION, Metro Square, 282, St. Paul, MN 55101 (612) 224-5739. Publications available upon request from the Commission are their *Guidelines,* promotional brochures, and a newsletter entitled *Minnesota Humanities.*

The Commission is one of the "state committees" referred to above, which are affiliated with the National Endowment for the Humanities. The Commission is a public institution which gives financial support to programs that make the knowledge and wisdom of the humanities available to the adult public.

The Commission recognizes two main categories of projects:

- Those that relate the humanities to a specific public issue,
- Those that increase understanding of some field of the humanities whether or not the topics considered relate to a specific public issue.

Projects must be sponsored by non-profit organizations or institutions in Minnesota (such as libraries), must involve humanists and the humanities in planning and presentation ("humanist" is defined in the introduction to the human resources directory), and must address the subject of human values in a changing society or otherwise accentuate human values in the life of the community. Preference will normally be given to projects that are accessible to diverse audiences and provide opportunities for public participation. Public participation may include, but is not limited to, panel and small group discussions, debates, question and answer sessions, and other exchanges of views and information among members of the audience, the humanists, and other participants.

Applicants must match the grant with cash, in-kind or donated services, in an amount equal to or greater than the Commission's grant. The Commission has funds to match cash donations toward already approved projects.

The application process takes at least six weeks. The Guidelines include details about the process. Application forms are also available. The Minnesota Humanities Newsletter includes the current deadlines for application.

The Commission's staff is available for consultation and, if requested, will meet with the project director or planning committee.

Both the guidelines and the newsletter include lists of projects funded, which would be helpful in understanding the funding priorities of the Commission.

Another opportunity to understand the funding priorities is to attend meetings of the Commission, where one may observe its deliberations on grant applications. These meetings are announced in the newsletter.

OPLIC has found, throughout this project, that the Commission staff are very approachable and helpful. Even if you have just the germ of an idea you can call the staff for advice and consultation.

MINNESOTA HISTORICAL SOCIETY, Grants Management Office, 1500 Mississippi Street, St. Paul, MN 55101 (612) 296-9252.

The *Grants Manual* of the Society is available upon request. It provides information on policies, guidelines, deadlines, divisions making grants, and application procedures.

The Society administers for the state and federal governments a number of grants-in-aid programs to assist regional, county and local historical societies, non-profit organizations and subdivisions of government in preserving and interpreting Minnesota history.

There are 13 historical programs categories that are listed under State, State and Federal, and Federal Grant Programs. Some of the *State Grant Programs* that might be of interest in relation to the local and oral history projects proposed at the meetings, are:

- *Historical Interpretation,* a program to assist communities in interpreting history through exhibits, audio-visual materials and equipment, etc.
- *Historical Research,* which has two categories:
  - A. *Publications research* or research/preparation of a manuscript that will result in an historical publication.
  - B. *Oral History* Programs.
- *Historical Publications,* a program to assist in the publication of local, county, or area histories, summaries thereof, or of a specific event or personage.
- *Records Projects,* to preserve and make available for use private records and manuscripts that further an appreciation of American history. Projects may be designed to survey, locate, and evaluate historical records and arrange for the transfer to suitable repositories; to salvage, process, repair, and restore such records; and to publish survey results or guides and other reference aids to such records.

Grant programs are administered by the Grants Management Office in the Society's administration division. The office prepares and distributes the manual, provides additional information for the programs, upon request, processes and refers applications for review, notifies applicants of Grants Review Committee meetings and actions of the Committee.

The Grants Review Committee meets five times each fiscal year to review applications and make grant awards.

If joint funding is being considered, it is important to note that if a project is receiving state funds from another source in the same fiscal year for which application is being made, it is not eligible under any society grant programs.

MINNESOTA STATE ARTS BOARD, 314 Clifton Ave., Minneapolis, MN 55403 (612) 874-1335. The Arts Board annually publishes a *Program Information* guide, which is available upon request. It includes information on individual artists, assistance to organizations for the creation and production of arts and arts services, grant assistance to community organizations for sponsorship, arts producing the exhibiting organizations and a variety of other services available. It also includes policies, guidelines, deadlines and application procedures.

The Minnesota State Arts Board, an agency of state government, works toward this goal: to stimulate and encourage the creation, performance and appreciation of the arts in the state. The Board provides assistance for activities related to the production, performance, presentation, creation, development and exhibition of the art forms and the study of the arts and their application to the human environment. In general the arts are defined as activities resulting in the creation or performance of works of the imagination.

The organization and structure for administering arts assistance divides the state into thirteen Arts Districts, with Regional Arts Councils. Some of the Regional Arts Councils accept applications. Those living in Arts Districts which do not have councils that accept applications have to apply directly to the Board. The *Program Information* guide includes a map of the districts and the names and addresses of those Councils which accept applications.

Arts and humanities have been divided for purposes of funding. However, cooperative funding is possible for projects that contain a somewhat equal proportion of both arts and humanities.

Brooke Portmann, Program Manager, Sponsor Assistance, said, "while the agency does not deal with the humanities but only the arts, I am interested in possible co-programs — a combination of arts and humanities' programs with significant tie-ins."

SOUTHWESTERN MINNESOTA ARTS AND HUMANITIES COUNCIL (SMAHC), Box 583, Marshall, MN 56258 (507) 537-1471. SMAHC's purpose is to encourage the growth, development and enjoyment of the arts and humanities in southwestern Minnesota by providing a variety of services and programs to individuals, community groups and schools. Among the programs and services which SMAHC provides are: a quarterly magazine, a syndicated monthly regional newspaper column, a resource directory for the arts and humanities, a programs brochure, and an annual grant-making program. A grant information and application booklet is available upon request.

SMAHC's service area incorporates three Arts Districts (6W, 6E, 8). It roughly coincides with the Western Plains, Plum Creek and Crow River Library Systems.

Their grant funds are made available by the Minnesota State Arts Board. The grants are available to non-profit organizations in Southwestern Minnesota for many different types of *arts projects,* such as production, exhibition, publication, engagement of guest artists, consultant or planning services. SMAHC's *Cultural Bank* provides a source of funding which is very different from their grant program. The *Cultural Bank* serves as a guarantor's fund for *arts and humanities* projects sponsored by organizational members of SMAHC. The *Cultural Bank* is not a grant, but rather serves as an "insurance" for organizations which apply for its coverage. If an organization has tried energetically to raise the amount needed to break even on the project and still does not make its costs, the Bank can be used to pay debts up to $250 or 1/3 of the project cost. It can also be used to provide "advance money" for a proposed project.

A word about other funding sources. It is misleading to list government agencies, foundations and corporations as definitely being sources without knowing the focus of a specific project. For that reason a packet was distributed at the humanities meeting which included a **BASIC GUIDE TO FUNDING SOURCES.** This is an annotated list of materials to use when seeking information on foundations, government grants and corporation funding. It also provides annotations of some "how-to-do-it" materials.

The packet also contained a sheet listing four possible foundations to approach, based on their statement of purpose:

Green Giant Foundation, Hazeltine Gate, Chaska, MN 55318
Contact: Jon Pekel
Program Focus: In the *Minnesota Foundation Directory* they list "culture and arts to rural areas" as a funding interest.

Jerome Foundations, W-1052, 1st National Bank Bldg., St. Paul, 55101
Contact: A. A. Heckman
Program Focus: In the *Minnesota Foundation Directory* they list "humanities" as a funding interest.

Northwest Area Foundation, W-975, 1st National Bank Bldg., St. Paul, MN 55101
Contact: John D. Taylor, Executive Director/Secretary-Treasurer
Program Focus: In *Private Foundations and Business Corporations Active in Arts/Humanities/Education*, "humanities" is listed as a funding interest.

Otto Bremer Foundation, Suite 1300, 366 North Wabasha St., St. Paul, MN 55102
Contact: Valerie S. Lies, Grants Administrator
Program Focus: Their 1977 Annual Report includes support to humanities under their funding interest listed as "community affairs". Those cities that have an affiliate of the Bremer Bank Group are of particular interest to them for funding. It is recommended that you send for their annual report, which lists the bank affiliates.

After your project is planned, if you decide to approach these foundations or other granting agencies, it is necessary to learn as much about the agencies as possible, using such resources as the two directories of Minnesota foundations that are available.

The packet also includes a flyer about the Foundation Center Regional Collection, which is available to Minneapolis Public Library, Sociology Department, 300 Nicollet Mall, Minneapolis 55401, (612) 372-6555. This special reference collection contains information on foundations, government grants, fund raising and philanthropy. It is particularly useful to individuals or groups seeking funds for special projects.

Fifty funding packets that were distributed at the meetings are still available for distribution. A packet may be requested from Nowell Leitzke, OPLIC.

A source book not listed in the packet is *Federal Programs for Libraries*, published by the Office of Education's Office of Libraries and Learning Resources, HEW, Washington, DC, August 1978. While the National Endowment for the Humanities is listed, other funding agencies that include some aspect of the humanities in their funding priorities are also included. There is a useful subject index and bibliographies of "Library Funding Sources Directories/Publications" and "Grantsmanship."

The *Bowker Annual of Library and Book Trade Information* (which is listed in the packet available from OPLIC) included in its 1975 edition an excellent "Proposal Primer," by Brooke Sheldon, which incorporates planning with the writing process. The 1978 *Bowker Annual* has an article on "National Endowment for the Humanities Grants to Libraries", by Gloria Weissman.

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HUMANITIES RESOURCE PEOPLE* IN MINNESOTA

PLANNING ..... PARTICIPATION ..... GRANTWRITING

*Who have agreed to be available for involvement in adult humanities programming

edited by = Suzanne LeBarron

CODES

The following codes have been used in the name entries:

PLAN= interested in planning a program or project, directed to the out-of-school adult, with interested agencies.

PARTICIPATE= interested in participating in adult humanities programming.

GRANT= interested in assisting agencies in writing a grant to:
(MHC) — Minnesota Humanities Commission
(NEH) — National Endowment for the Humanities
Other agencies are spelled out. If no particular agency was specified that is noted.

FEE= would charge a fee (comment in parentheses were made by that individual).

TRAVEL EXPENSES= would expect payment of travel expenses (comments in parentheses were made by that individual).

STATE= would travel state wide. This encompasses region, county, city.

REGION= would travel region wide (as specified).

COUNTY= would travel county wide (as specified).

CITY= would travel within the city (as specified).

INTRODUCTION

This directory of humanities resource people in Minnesota represents those teachers, writers and practitioners who responded to a request for information. The information provided states each person's willingness to either assist in planning, participate in programming or assist in grantwriting.

Inclusion in the directory does not assure a person's availability for any specific project. Please contact the person before making any plans.

The people who were originally contacted were identified by the Minnesota Humanities Commission and by participants at the fourteen statewide humanities planning meetings. There are undoubtedly others that were inadvertently missed.

This list, however, would be a useful beginning place for locating resource people. They may also know others to recommend in their field or in appropriate related fields.

The topic index to the directory reflects those areas of knowledge and expertise listed by the individuals. As in the idea exchange, the topics are not necessarily ones that would be defined within the humanities. However, they are all topics that can be approached from a humanistic perspective.

Scanning the topic index could be a source for programming ideas. If there is a subject of potential interest, check the full entry by name for details.

As well as topic information, the name entries include address; phone number; position or vocation; coded indicators of activity interest (planning, participating, grantwriting), whether fee or travel expenses are expected, travel ability; and any comments that seemed significant to the editor.

The complete information submitted, which often includes a list of published works or papers and a vita, is on file with Nowell Leitzke at OPLIC.

There is an area index arranged by Library System. The people living in the geographical area within each system are listed under that library system's name. The counties in each system are listed for the convenience of those not familiar with the library regions. Most people have indicated that they will travel outside their region, so don't feel restricted by the area index! The name entry states the area in which the person can travel.

The people in the directory are generally referred to as "humanists". The Minnesota Humanities Commission states that "humanists are persons who actively develop or disseminate knowledge in those disciplines primarily concerned with values, ideas, and language. Humanists need not have academic affiliations." Humanists should not be confused with those who affiliate with humanism as a philosophy. Nor does the term humanist relate to humanitarianism as a social movement.

NAME ENTRIES

AHERN, Wilbert H. Division of Social Sciences, University of Minnesota-Morris, Morris, MN 56267 (612) 589-2211.
Ph. D. in American History. Assoc. Professor of History, UMM. Director, West Central MN Historical Research Center.

TOPICS: History of Minn. society — especially West Central Minn.; History of race relations in America — Red, White and Black history of American ideals; Civil War/Reconstruction era.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.
COMMENT: "A colleague and I put together a talk-workshop on local history funded by MHC, I have given additional talks. Local History series, Morris Farm Futures sessions, Bicentennial conferences, moderator at several sessions for MHC."

AHLSTROM, J. Millard. 5425 Blinton Ave. S., Mpls, MN 55419 (612) 824-8619.
Professor, philosophy, Lakewood Community College, White Bear Lake. Lutheran pastor. Former Chaplain, Gustavus Adolphus College. Former lawyer.

TOPICS: Religious history; sects, cults; ecumenical movement.

PLAN. PARTICIPATE. FEE (modest). **TRAVEL EXPENSES. STATE.**

ALEXIS, Gerhard T. 809 So. Seventh St., St. Peter, MN 56082 (507)931-1987.
Professor of English, Gustavus Adolphus College. Taught American Studies courses for the past 30 years. Ph.D. Minnesota, 1947.

TOPICS: Puritanism. The West as Myth (Growing interest in literature of the American West). The Wilderness (historical, literary approach, not an ecology study as such).

PLAN. PARTICIPATE. FEE (something for time and work). **TRAVEL EXPENSES. STATE.**
COMMENT: "Talks on wilderness in the state parks, 1978."

AMATO, Joseph A. Dept. of History, Southwest State University, Marshall, MN 56258 (507)537-6224.
Professor, history, Ph.D. History, Rochester, 1970. Post Ph.D. History of Cultures, U.C.L.A., 1975-1976. M.A. University de Laval, Quebec.

TOPICS: History of culture, History of radicalism. History of 1950's — 1970's. History of Italy. History of France. History of countryside. History of Catholicism.

PLAN. PARTICIPATE. GRANT (agency not specified). **FEE. STATE.**

ANSCHEL, Raymond M. 4368 Thielen Ave., Edina, MN 55436 (612) 929-6856.
Instructor of English at Normandale Community College (B.A./M.A.). Community education. Participant in Women's Studies Programs. Participant in "Changing Horizons" Program. MN representative to the Executive Board of the Mid-West Regional Conference on English.

TOPICS: Literature: Shakespearean Drama, Modern Drama, The Play in Performance, Techniques of Poetry. Literature of Fantasy. 18th Century Literature.

PLAN. PARTICIPATE, FEE. TRAVEL EXPENSES. STATE.
COMMENT: "Planned and participated in several humanities programs".

ATWOOD, Clyde D. College of St. Scholastica. 1200 Kenwood Ave., Duluth, MN 55811 (218) 728-3631, Ext. 562.
Coordinator of American Indian Studies. Lecturer.

TOPICS: American Indian Philosophy. Symbols and the American Indian.

PARCIPATE. FEE. TRAVEL EXPENSES. STATE.
COMMENT: "Participated in a lecture program on Indian Rights in Today's Society, a lecture program on death and dying and in human relations seminars for educators".

BACHRACH, Bernard S. Dept. of History, University of Minnesota, 680 Social Science Tower, Mpls, MN 55455 (612) 690-4130.
Professor of History, Ph.D.
TOPICS: Medieval Western Europe

PLAN, PARTICIPATE, GRANT (MHC, NEH). FEE (depend upon how much time required — small amount of time no fee). **TRAVEL EXPENSES. STATE.**

BALL, Terence. Political Science Dept., University of Minnesota, Mpls, MN 55455 (612) 373-2658.
Assoc. Professor of Political Science, Univ. of Minn. (Ph.D., U.C. Berkeley, 1973). Visiting Professor, Oxford University, 1978-79. NEH Fellow, 1978-79. Visiting Lecturer, Universities of Stockholm & Uppsala (Sweden), autumn 1975 and spring 1979.

TOPICS: European Political Thought; American Political Thought; history of feminism; impact of technological change upon human values; history and philosophy of the social sciences.

PLAN. PARTICIPATE, GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.
COMMENT: "Gave lectures in the U. of M. "Sampler" Program designed to give adults (expecially senior citizens) an idea of what student life is like, and hoping they might try it."

BARBER, Eddice. Box 53, Mankato State University, Mankato MN 56001 (507) 389-2117.
Chairwoman of English department. B.S., M.A., Ph.D. — English.

TOPICS: Nineteenth Century Americal Literature. Renaissance English Literature. Literature by and about women.

PARTICIPATE. TRAVEL EXPENSES. STATE. (but my time is very limited because of my job and my volunteer activities).

BARTLING, Frederick A. Concordia College, 275 N. Syndicate, St. Paul, MN 55104 (612) 646-5325.
Chairman — Division of Social Science. M. Div., D.A.T.

TOPICS: History of Women in America. Racial and Ethnic Minorities in American History. The Afro-American and the shaping of the American experience.

PLAN. PARTICIPATE. TRAVEL EXPENSES. STATE.

BATEMAN, Walter L. 615 Third St. S.W., Rochester, MN 55901 (507) 282-2088.
Instructor in Anthropology and Sociology at Rochester Community College (formerly taught History (U.S. and European) for twenty years).

TOPICS: Human Sexuality (learning gender roles, learning sexual scripts, comparative cultural studies, censorship studies). Archaeology (North American, Mexico, Peru, Human evolution). Other cultures: (Navajo, Chippewa, Bushmen of Kalahari).

PARTICIPATE. FEE (as a speaker) or **TRAVEL EXPENSES** (for only assisting). **STATE.**
COMMENT: "Served on advisory council to the MN Humanities Commission for several years."

BATES, George E., Jr. History Department, Winona State University, Winona, MN 55987 (507) 457-2086, 457-2977 (office); 454-4689 (home).
Professor of History, Winona State University.

TOPICS: History — 17th-18th c. America: demography, families, education, society, women, history of science. History— 19th c. America: education, women.

PLAN. PARTICIPATE (limited). **GRANT (MHC, NEH). FEE** (depends upon the situation). **TRAVEL EXPENSES. STATE. REGION** (S.E. MN).
COMMENT: "Consultant for the MN Humanities Commission. I have assisted local committees in drafting grants."

BEDNAROWSKI, Mary Farrell. United Theological Seminary, 3000 Fifth St., New Brighton, MN 55112 (612) 633-4311 (office); 920-0395 (home).
Director, Master of Arts in Religious Studies Program. Asst't Professor of Religious Studies. Ph.D., American Studies. M.A., English. B.A., English.

TOPICS: American Religious History. Women in American Religious History. American Literature, esp. 17th, 18th, 19th centuries. Marginal Religious Groups in American History. History of Occult Thought.

PLAN. GRANT (MHC, NEH). TRAVEL EXPENSES (where I travel would depend on specific situation).

BENDIX, Deanna Marohn. Rt. 3, Box 212, Waseca, MN 56093 (507) 835-2924.
Journalist, teacher, artist. B.A. Hamline University, art and English. M.A. Mankato State University, studio arts, painting and drawing. Graduate study: Minneapolis College of Art and Design, University of Minn., Carleton College.

TOPICS: My greatest knowledge lies in the visual arts of pottery, painting, sculpture, and architecture. I have written about these arts consistently over the past 7 1/2 years. I am a practicing artist in the areas of painting, drawing and pottery. I have a special interest in Minnesota architecture.

PLAN. PARTICIPATE. GRANT (MHC, NEH, Bush Foundation). FEE. TRAVEL EXPENSES. STATE REGION (Region 9). COUNTY (Waseca). **CITY** (Waseca).
COMMENT: "I have covered the Humanities Symposium for the *Journal* for the past several years held at the University of Minn., Waseca. In Feb., 1978, I took part in a panel and exhibited my work as a part of the Humanities Symposium: Women at Work: In the Arts sponsored by MN Humanities Commission and National Endowment for the Arts.

BISBEE, Richard M. Worthington Community College, Worthington, MN 56187 (507) 372-2107 Ext. 56.
B.A., English, Literature. M.A., English, Literature, Personnel Guidance. Doctoral credits in Interdisciplinary Studies — Literature, English, Philosophy, Theatre. Taught in high school for six years, in college for eighteen years. Received a grant from the National Endowment for the Humanities to work on a project entitled, "The Effect of the Humanities on the Rural Student".

TOPICS: Humanities and the Rural Student. Theatre and its Rural Implications. Organizations of Rural Groups in Theatre, Literature.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE (only where feasible). **TRAVEL EXPENSES. STATE.**

BLAKELY, Roger K. English Department, Macalester College, St. Paul, MN 55105 (612) 647-6515, 647-6387.
Professor of English and Lecturer in Art, Macalester College.

TOPICS: 19th and 20th c. American Literature. 19th and 20th c. Humanities (Art, Music, Literature).

PLAN, PARTICIPATE. FEE (for any extended commitment, such as a mini-course. I have done one-shot slide lectures, etc., gratis.) **STATE** (the travel subject to my schedule at Macalester College).
COMMENT: "Participated in several adult humanities programs."

BLY, Carol. RR 2, Box 189, Madison, MN 56256 (612) 598-3134.
Freelance writer (short stories, essays and reviews). Contributing editor, *Minnesota Monthly*, the pub radio mag. Area theme developer, NEH/National Farmers Union "The American Farm Project". Proprietor, Custom Crosswords. Speaker — e.g. Sunday a.m. talk at Carleton College Chapel, Women's Coalition, luncheon speaker for upcoming MN Council of English Teachers, St. Cloud, May 1979.

TOPICS: Cultural life, the relationships between sociological influences, the past, and the personal psyches, of people in rural Minnesota. Also, this sounds a little extravagant but really isn't, am keen on the relationships between saints' lives and present ordinary rural life. I have been, for 3 years an editor of sanctorale for an Episcopal Church. It sounds stuffy — I've found it isn't.

PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.
COMMENT: "I am one of the 4 "theme developers" of the Amiercan Farm Project (NEH/Natl Farmers Union). The 4 base topics are The Land, Economics and Rural Self-Image, and People and Community. This last one, People and Community, will be mine, to be presented summer 1979 with written materials accompanying. I participated a little in the MN Humanities Commission/MN Farmers Union project directed by Marion Fogarty, in the planning stage."

BOCK, Fred C. Box 5, Mankato State University, Mankato MN 56001
Professor Theater Arts. B.A., M.A., Ph.D.

TOPICS: The influence of technology on Art. Television, Cinema and Theatre — The Mirror of Modern Morality. Television Violence — Cause or Effect.

PARTICIPATE. FEE (negotiable). **TRAVEL EXPENSES. STATE.**

BOUTIETTE, Darwin. 1602 Nottingham Court, Thief River Falls, MN 56701 (218) 681-6294.
B.S., European History and Political Science. M.A., Ancient, Medieval and Modern European History. Course work completion on the doctoral level majoring in Ancient Roman, Greece, Medieval, and a supporting area in Anthropology. Graduate level exams passed in French and Latin. Recognized organist (pipe). Liturgiologist. Governmental Relations — state level. 7th Congressional District (Minn.) Education Advisory Council.

TOPICS: Medieval Ecclesiasticism and Monasticism in the Early Middle Ages. Late Roman Republic-Caesar's Triumvirate. Druidic practices (purposes or reasons for). International Relations in the Modern Period. Bronze Age in Greece. Old Kingdom of Ancient Egypt. New Kingdom of Ancient Egypt. Baroque Organ Music.

PARTICIPATE. FEE or **TRAVEL EXPENSES** (depending on the situation). **REGION** (Northwest).

BRANDL, John E. Hubert H. Humphrey Institute of Public Affairs, 909 Social Science Bldg., University of Minnesota, Mpls, MN 55455.
Professor, Hubert H. Humphrey Institute of Public Affairs.
TOPICS: Minnesota government. Public planning. Cost-benefit analysis. Evaluation and politics.

GRANT (MHC, NEH). TRAVEL EXPENSES (discuss). **STATE.**

BREW, Alan P. Department of Anthropology, Bemidji State University, Bemidji, MN 56601 (218) 755-2965.
Assoc. Professor and Chairman of Anthropology.

TOPICS: Archaeology of North America, especially Minnesota and Southwest. General knowledge of world archaeology. Religions of pre-literate societies.

PLAN. PARTICIPATE. GRANT (MHC, NEH, other unspecified agencies). **FEE** (depending on circumstances and degree of participation, not for preliminary advising). **TRAVEL EXPENSES. STATE.**
COMMENT: "I participated in planning of 1) Indian Studies projects funded by MN Humanities Commission at BSU and 2) a program on population growth and its effects in Bemidji area (also funded as above). Participated in panel for #1 above."

BRIN, Ruth F. (Mrs. Howard B. Brin) 2661 Burnham Blvd., Mpls, MN 55416 (612) 377-3687.
Writer, teacher of Jewish studies and literature, Macalester College, University of Minnesota Continuing Education for Women. M.A., American Studies.

TOPICS: Jewish history. American Jewish literature. Jewish Mysticism. Bible as literature. American Jewish sociology.

PARTICIPATE. FEE (small). **STATE.**

BYRNES, Raymond A. University of Minnesota Technical College, Waseca, MN 56093 (507) 835-1000 Ext. 281.
Ass't. Professor, Related Education Division (teach courses in communications and in humanities).

TOPICS: Contemporary American poetry, especially small press poetry.

PARTICIPATE. TRAVEL EXPENSES. STATE.
COMMENT: "Have planned and participated in adult humanities programs. Written humanities grants."

CHAMBERS, Clarke A. Dept. of Hisotry, University of Minnesota, 614 Social Sciences Bldg, Mpls, MN 55455 (612) 376-3189.
Professor of History and American Studies. Adjunct Professor of Social Work. Director, Social Welfare History Archives Center. Chair, MN Humanities Commission, Oct '78—June '80.

TOPICS: History of social reform, social welfare, history of the profession of social work, social history generally (women's history, labor history, family history).

COMMENT: Humanist in residence, Two Harbors, MN 1973. Participant in a number of programs in this state, and in New York sponsored by the MN Humanities Commission on subjects of education, welfare, community participation. Because I am currently serving as chairman of the MN Humanities Commission I must concentrate on my work there, which is to say that I am probably unavailable for the kind of program design and participation that I have done in the past and will, in all likelihood, pick up again.

CHEKOLA, Mark G. Dept. of Philosophy, Moorhead State University, Moorhead, MN 56560 (218) 236-3215 (office); 233-4621 (home).
Assoc. Professor of Philosophy. Ph.D., University of Michigan.

TOPICS: Philosophy of the Arts. Medical ethics. The concept of happiness.

PLAN. PARTICIPATE. FEE (if it involved considerable time in preparation, n[illegible]eting, or travel). **TRAVEL EXPENSES. STATE** (though over 15[illegible]miles, only for something like single meeting with program). **REGION** (within 100-150 miles).
COMMENT: "1978, 79 participated in after-performance humanities discussion program sponsored by Guthrie Theatre, at Fargo-Moorhead Community Theatre."

CHRISLOCK, C. Winston. College of St. Thomas, St. Paul, MN 55105 (612) 647-5668.
Assoc. Professor of History, B.A., M.A., Ph.D.

TOPICS: History of recent Czechoslovakia. Czechs in Minnesota.

PARTICIPATE. FEE. STATE (also Wisconsin, Iowa, Dakotas).
COMMENT: "In 1970 I participated in the National Humanities Series, a program which combined academics and performers for the purpose of bringing humanities teams to smaller towns across the United States. I participated in the program "Poetry in Black" and went to about a dozen communities."

CHRISTENSON, Ron. Political Science Department, Gustavus Adolphus College, St. Peter, MN 56002 (502) 931-2475.
Assoc. Professor, Political Science. Ph.D., University of Minn. (1965).

TOPICS: Civil religion in the United States. Politics of South Africa. Political theory of revolution and totalitarian rule.

PARTICIPATE. TRAVEL EXPENSES. STATE.

CLARK, Clifford E. Jr. 718 E. Fourth St., Northfield, MN 55057 (507) 645-6330.
Assoc. Professor of History and Director of the American Studies Program, Carleton College. B.A., Yale University, M.A., Ph.D., Harvard University.

TOPICS: I have been involved in the following Humanities Programs: "The Future of the Small Town", "Planning for Rural American", The American Presidency", "The American Revolution", "Partners for a Livable Minnesota" (a program on the Minnesota Environment), "Images of Women in Popular Song". My general interests are in the areas of American religion, architecture and social history. I have also spoken on the American character and on American National Values.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE (northern part of state only if air service available). **REGION** (south of Twin Cities).
COMMENT: "I have planned and participated in all the grants listed above with the exception of the one on the American presidency for which I spoke."

CLAYTON, Thomas. Dept. of English, 210B Lind Hall, 207 Church St., S.E., University of Minnesota, Mpls, MN 55455 (612) 373-3559, 373-2595.
Professor of English, University of Minnesota. University of Chicago, Liberal Arts, 1949-1951. University of Minnesota, English and Latin, 1952-1954; B.A. *summa*, 1954. Oxford University, Classical Honour Moderations, 1954-1955 (Rhodes Scholar). Oxford University, English Literature, 1957-1960; D. Phil., 1960.

TOPICS: Shakespeare. 17th-century English literature. Literary criticism, theory and practice. Wit and humor.

PARTICIPATE. FEE (negotiable). **TRAVEL EXPENSES. STATE.**

CLYDE, Robert W. Augsberg College, Mpls, MN 55454 (612) 332-5181.
Director, Community Research and Resources. B.A., English, Speech. M.A., Social Studies. Ph. D., Mass Communication.

TOPICS: Humanistic Aspects of Communication. Scottish and Scotch-Irish Contributions to Early American Life and Culture.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE (any fees are payable to Augsberg College except for speculative proposal development where College is a participant which is contributed by College). **TRAVEL EXPENSES. STATE. REGION. COUNTY. CITY.**
COMMENT: "Planned and participated in several humanities programs".

COLAKOVIC, Branko M. Dept. of Geography, Box 2, Mankato State University, Mankato MN 56001 (507) 389-2114.
Assoc. Professor of Geography (Human Geography specialty), Mankato State University. University of Minnesota thesis on Yugoslave Migrations in America.

TOPICS: South Slavic ethnics in America. South Slavic migrations to America.

PARTICIPATE. TRAVEL EXPENSES. REGION (southcentral Minnesota and Twin Cities). **CITY** (Mankato).

DANNEHL, Rodney. Concordia College, St. Paul, MN 55104 (612) 641-8226.
Professor, Sociology and Social Welfare. Clergyman. M.A., Latin.

TOPICS: Marriage and Family. Socialization. Values.

PLAN. PARTICIPATE. TRAVEL EXPENSES. STATE (five state area).

DIMEGLIO, John E. 105 Ridge Court, Mankato, MN 56001 (507) 345-5273.
Professor of History, Mankato State University. Ph. D., University of Maine.

TOPICS: History of sports. Popular culture (e.g. Walt Disney, vaudeville).

PLAN. PARTICIPATE. GRANT (agency not specified). **FEE. TRAVEL EXPENSES. STATE.**
COMMENT: "Planned and participated in Bicentennial programs."

DODGE, Dorothy. Political Science Dept., Macalester College, St. Paul MN 55105 (612) 647-6290 (Office); 861-6492 (home).
Professor of Political Science, Macalester College.

TOPICS: Third world. Asia. Africa. Developmental politics. International decision making. International law.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE. REGION. CITY.
COMMENT: "Planned and participated in many humanities programs."

DONOHO, Barbara B. 318 N. Whitford, Fergus Falls, MN 56537 (218) 736-4877.
B. S., Recreational Leadership and Sociology. Leadership in broad civic, youth, and church volunteer groups: Catholic Daughters of America; League of Women Voters; Camp Fire; Red Cross; United Fund; Mental Health Committee; Children's Services; President, MN Planning Association; MN's Future Commission; local studies, workshops and seminars. Served two terms as Mayor of Fergus Falls.

TOPICS: How we govern ourselves and possible directions. The citizen-planning relationship. "Every person is a unique, important part of society; our lives are a continual response in the act of 'becoming'." Family administrator.

PLAN. PARTICIPATE. TRAVEL EXPENSES. STATE

ELDRED, Marilou Denbo. 952 Linwood Ave., St. Paul, MN 55105 (612) 225-8114.
Research Assoc. and Program Advisor, University Without Walls Program, University of Minnesota. M.A., Ph.D., New York University, Higher Education.

TOPICS: Adult education; adult educational needs and resource planning. Non traditional higher education.

PARTICIPATE. TRAVEL EXPENSES. STATE.

ERLER, H. Raphael. Box 69, St. Mary's College, Winona, MN 55987 (507) 452-4430 Ext. 357 (office); 454-4884 (home).
Teacher of English and American Studies. B.A. and M.A. with English Major. Ph. D. in American Studies (University of Minnesota). Past officer and current committee member of Minnesota Council of Teachers of English. Minor participation in National Council of Teachers of English conventions and conferences.

TOPICS: American Literature, especially for 1830-1860 and the 1920's. Topics in local and regional frontier history; history of American transportation as part of settlement of the Midwest. The settling of the Frontier as revealed in literary works. Examples: M. Twain, Willa Cather, Hamlin Garland.

PLAN. PARTICIPATE. TRAVEL EXPENSES (My travel would be limited by my class teaching schedule). **REGION** (Winona-Rochester area). **COUNTY** (Winona). **CITY** (Winona).
COMMENT: "Participated in National Humanities Series sponsored out of Madison, Wisconsin. Visited Waseca on three separate occasions for two-day sessions discussing the place of the humanities in everyone's life with a focus on "Changing Views of American Society". Met with general public in evening sessions, small groups at luncheons and breakfasts, visited high school classes, held meetings with retired people in local home from senior citizens, etc."

ERNEST, David J. Department of Music, St. Cloud State University, St. Cloud, MN 56301 (612) 255-3223 (office); 251-5162 (home).
Chairman, Dept. of Music, St. Cloud State University. Chicago Musical College, 1949-51, B.M.Ed. University of Illinois, 1954-56, M.S. Sorbonne, University of Paris, 1958-59, (Fulbright Scholar). University of Colorado, 1959-61, Ed. D.

TOPICS: Music and the Arts.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE (depends on request). **STATE.**
COMMENT: "Participated in humanities program".

EVANS, Robert H. Department of Philosophy, University Minnesota, Duluth, MN 55812 (218) 726-8547, 726-7585.
Ph. D. Philosophy, University of Pittsburgh.

TOPICS: Ethical Perspectives on the Environment. Relation of Philosophy to Other Public Issues: Abortion, Reverse Discrimination.

PLAN. PARTICIPATE. FEE (depends on the agency). **STATE** (also midwest).
COMMENTS: "A MN Humanies Commission grant in 1976 for Issues in Medical Ethics: Who Should Make the Decision. Paper at Wolf Symposium at Itasca Community College on Ethical Perspectives on Animals and the Environment. Participated in Copper-Nickle Symposium."

EVERS, Karl-Heinz W. 304 So. Carrow St., Marshall, MN 56258 (507) 532-5988.
Ph. D., German Language Education (Bilingualism). Professor German-civilization and culture, linguistics. Individualized instruction for language learners. German dialects and ethnic studies. German Language camp coordinator, New Ulm. Human relationship instructor.

TOPICS: Effects of bilingualism on cognition. Creativity for coping with stress. History of German migration to Minnesota and U.S. Psychology of Second Language Learning. 20th Century German Literature-Brecht, Kafka, Mann.

PLAN. PARTICIPATE. GRANT (MHC). TRAVEL EXPENSES. STATE.
COMMENT: "Director, PDK Project: "Society, Technology, and Government: Future Roles for Education," grant awarded by MN Humanities Commission, 1974-75."

FALKMAN, Peter W. Department of Sociology, Hamline University, St. Paul, MN 55104 (612) 641-2246.
Assoc. Professor Sociology. Chairperson.

TOPICS: Sociology of Aging.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.

FARRAH, George A. 210 — 3rd St. So., St. Cloud, MN 56301 (612) 251-7230.
Professor of Educational Administration and Director of Field Studies, Center for Educational Administration and Leadership, St. Cloud State University. B.S., M.A., Ph. D., Wayne State University, 1949 and 1962 respectively. Major: Education, the social sciences.

TOPICS: Appraisal of the dichotomy between morals and mores in the "American Way of Life" as revealed in the content areas of government, economics, cultural aspects, mass media, and education. Cross-cultural analysis between American and European values. Diversity in America. The Humanities as Daily Living.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.
COMMENT: "I developed the citizenship programs for better understanding of government, economics, cultural aspects, etc., for the communities of Alexandria, Little Falls, and Hutchinson, Minnesota, 1978. Speaker to various groups throughout Minnesota: "The Humanities as Education for Living." A project sponsored by the MN Humanities Commission, 1974-1975. Speaker at Alexandria for the 1978 project. Project Director and writer of *Understanding our Culture with the Humanities as a Point of Entry.* A project funded by the MN Humanities Commission, June 1, 1978."

FEBLES, Jorge M. 360 Harriet St., Winona, MN 55987 (507) 454-2235.
Ass't Professor and Chairperson of the Dept. of Modern and Classical Languages, College of St. Teresa. B.A. (History and Spanish), St. John's University; M.A., Ph. D., (Latin American Literature), University of Iowa.

TOPICS: Contemporary Latin American Fiction. Contemporary Cuban Literature. The poetry of Nicholas Guillen.

PARTICIPATE. TRAVEL EXPENSES. REGION (southeastern Minnesota).

FIELD, Michael. English Department, Bemidji State University, Bemidji, MN 56601 (218) 755-3985.
Assoc. Professor of English. Chairman, Honors Council. Ph. D.

TOPICS: Interdisciplinary Studies. Human Relations.
PARTICIPATE.FEE. TRAVEL EXPENSES. STATE.

FINNELL, Arthur Louis, C.G.R.S. 703 No. Sixth, Marshall, MN 56258 (507) 537-7373 (office); 532-6544 (home).
Assoc. Director, Southwest Minnesota Historical Research Center. Director, Prairieland Genealogical Society. Editor, *Prairieland Genealogical Register.* Certified Genealogist.

TOPICS: Genealogy — What and how to compile a worthwhile family history. Local History — why local history and its uses.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE (also Iowa and Dakotas).
COMMENT: "Participated in programs in genealogy and local history throughout Minnesota."

FRENCH, Peter A. Department of Philosophy, University of Minnesota, Morris, MN 56267 (612) 589-2211 Ext. 200.
A.B. Gettysburg College, Gettysburg, PA 1963. M.A. University of Southern California, Los Angeles, CA 1964. Ph. D. University of Miami, Coral Gables, FL 1971, Dissertation Title: "Rules, Practices, and Forms of Life". Studied at Oxford and London, England while on leaves in 1973 and 1975. Member, MN Humanities Commission.

TOPICS: Moral philosophy. Contemporary ethical issues. Philosophy of mind. Business ethics. Ethics in government.

PARTICIPATE. FEE. TRAVEL EXPENSES. STATE. REGION (West Central). **COUNTY** (Stevens).

FUEHRER, Mark L. Department of Philosophy, Augsberg College, Mpls, MN 55454 (612) 332-5181.
Ph. D. 1974 University of Minnesota in History and Philosophy. Fellow 1978 University of Pennsylvania (medieval studies) N.E.H.

TOPICS: Medieval Philosophy. Medieval Mysticism.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE (five state region). **CITY** (Twin cities and suburbs).
COMMENT: "Participated in MN Humanities Commission project in 1974".

GALLIFORD, John E. Department of Psychology, Hibbing Community College, Hibbing, MN 55746 (218) 262-3877.
Psychology Instructor, Hibbing Community College.

TOPICS: Psychology of Personality. Child Psychology. Abnormal Psychology.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. COUNTY (St. Louis and Itasca counties).
COMMENT: "Discussion facilitator, humanities project at Hibbing Community College."

GERNES, William D. 722 Main St., Winona, MN 55987 (507) 454-3943.
Director, Winona County Historical Society, Inc. Upper Mississippi River Interpretative Center.

TOPICS: History of Winona County and Southeastern Minnesota. Early River Transportation. Small Museum Management.

PLAN. PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE. REGION. COUNTY (Winona).
COMMENT: "Planned Cityscape program and successfully wrote grant. Obtained NEH Challange Grant. Was moderator for panel discussing PBS broadcast *Adams Chronicles* series in 1976. Post-broadcast discussion by humanists was televised locally, with provision made for audience to call-in questions."

GIBBS, John G. 442 Cedar Lane, Moorhead, MN 56560 (218) 236-2196.
Professor of Humanities, Moorhead State University. Ph. D. Princeton Theological Seminary, 1966. Th. M. Union Theological Seminary, Richmond, Va., 1958. M. Div. Union Theological Seminary, Richmond, Va., 1955. A.B. Davidson College, Davidson, N.C., 1952. University of Basel, Switzerland, academic year of 1955-56.

TOPICS: New Testament Studies — Christian Origins. Protestant Theology. Interdisciplinary Humanities. "Civil Religion" in America. Ecology and Theology.

PLAN. PARTICIPATE. FEE (in some cases). **TRAVEL EXPENSES. STATE** (occasionally, but with fee usually).

GOETTE, Mary. Rochester Community College, Rochester, MN 55901.
B.A., M.A., Ph. D., University of Minnesota, political science and psychology. Instructor in political science and psychology at Rochester Community College 1946 to present.

TOPICS: Psychology of women. Sex role stereotyping. Public personnel administration. American national government. Political behavior. American public policy. People and jobs.

PARTICIPATE. FEE. TRAVEL EXPENSES. REGION (SE Minnesota). **COUNTY** (Olmsted). **CITY** (Rochester).
COMMENT: "Participated in several humanities programs."

GOTTSHALL, James K. English Department, St. Cloud State University, St. Cloud, MN 56301 (612) 255-3061.
Chairman, English Department, St. Cloud State University.

TOPICS: Charles Dickens: novels, illustrations for his novels. Victorian England. History of the novel in English. Nature of the comic. Uses of a Humanities degree.

PARTICIPATE. TRAVEL EXPENSES. STATE.

GOWER, Calvin W. Department of History, St. Cloud State University, St. Cloud, MN 56301. (612) 255-2003.
Professor of History and Director, Central Minnesota Historical Center at St. Cloud State University. B.A., M.A., and Ph. D.

TOPICS: Minnesota History. History of the American West. The Civilian Conservation Corps, 1930's.

PARTICIPATE. FEE (this would not be mandatory). **TRAVEL EXPENSES. REGION** (within a 60 to 80 mile radius of St. Cloud.)
COMMENT: "Worked on program to explain value of humanities to service clubs and similar groups."

GUNDERSON, Keith. 2893 Knox Ave. So., Mpls, MN 55408 (612) 825-6972, 373-5262.
Poet, freelance writer, lecturer. Professor of Philosophy, University of Minnesota. Research Associate, MN center for Philosophy of Science. Board of Editors, *Minnesota Writers Publishing House*. B.A., Macalester. B.A., Oxford (England). Ph. D. (in philosophy), Princeton University.

TOPICS: Contemporary American Poetry. Philosophy (Aesthetics, Philosophy of Mind, Philosophy and Poetry, Philosophy and Creativity). Minnesota writers, especially poets.

PARTICIPATE. FEE. TRAVEL EXPENSES.

HACKL, Lloyd C. 216 Summit Ave., Center City, MN 55012 (612) 770-1331 Ext. 177; 257-6818 (home).
Coordinator, English Department, Lakewood Community College, 3401 Century Ave., White Bear Lake, MN 55110. Research Associate, Minnesota Historical Society. John Hay Whitney Fellow in Humanities. Danforth Fellow in Humanities. Coe Fellow in American Studies. Fulbright Consultant to Schools and Colleges in Finland (1966-67).

TOPICS: F. Scott Fitzgerald, Minnesota Writers. Oral History.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE (dependent on ability to pay). **TRAVEL EXPENSES. STATE.**
COMMENT: "Planned following projects: 1)Two year Oral History Project on Swedish Immigration in Chisago County; 2)"Growing Up and Surviving in Minnesota," a symposium featuring Meridel LeSeuer, Phe Hanson, Fred Manfred, and Gerry Vizenor; 3)National premiere of NEH funded NET film, "Bernice Bobs Her Hair". 4)Symposium: "Oral History and the Arts." Advisor for project assessing need for Oral History Funding (MHC), Borud-Gleusing project."

HANLE, Robert V. Metropolitan State University, 121 Metro Square, St. Paul, MN 55101 (612) 296-4461.
Assoc. Professor and Director of Inter-Institutional Programming and New Program Development, Metropolitan State University. A.B., religion and philosophy, Elizabethtown College, 1962. A.M., education, University of Pennsylvania, 1968. Ph. D., history and higher education, University of Pennsylvania, 1974.

TOPICS: History of higher education. Philosophy of education. Comparative education. Higher education and the humanities. Disseminating humanistic education among the masses.

PLAN. PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE.
COMMENT: "Taught a workshop in the Elizabethtown, Pennsylvania Community Library on methods of researching local history. I also organized a series of seminars on land use and its impact on organized religious cultures of Lancaster County, Pennsylvania. Assisted in writing a grant proposal for workshops in humanities continuing education at Metropolitan State University. Successfully wrote a consultants grant for reviewing the humanities curriculum at Elizabethtown College."

HANSON, Linda Mary. RR 1, West Silent Lake, Dent, MN 56528 (218) 758-2075.

I am currently production assistant and a videotape photographer on *SPIN*, Prairie Public Television's hour-long weekly news magazine and public affairs program. I also am finishing my art and English degrees at Moorhead State University, and teach still photography in adult education program.

TOPICS: I have done research on the history of the pioneer woman in the Red River Valley for a 50 minute slide/tape presentation on this topic. The project was funded through the Nat'l Endowment for the Humanities in 1974. I am currently waiting to hear if a grant will be given to do a similar project on area Indian women. I am currently teaching three still photography classes in Fargo-Moorhead adult education program: basic and advanced photography with darkroom, and basic photography without darkroom experience.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. REGION (area around Fargo-Moorhead).
COMMENT: "Have shown slide/tape show and held discussions for past three years to many college classes, community and civic organizations in the region."

HARRIGAN, John J. Department of Political Science, Hamline University, St. Paul, MN 55104 (612) 641-2314.
Assoc. Professor of Political Science.

TOPICS: Urban government or politics. Twin Cities regional governance. Twin Cities Metropolitan Council.

PARTICIPATE. GRANT (MHC, NEH and other unspecified agencies). **FEE** (depending on the extent of my involvement). **TRAVEL EXPENSES. STATE.**

HART, Robert C. Department of English, University of Minnesota, Duluth, MN 55812 (218) 726-8535.
Professor of English.

TOPICS: American Literature. Black American Literature. Translation from Chinese into English — interest, not expertise.

PLAN.
COMMENT: "Prefer to communicate in writing rather than travelling."

HEINZEL, Gary. 505 — 19th St. N.E., Austin, MN 55912 (507) 433-6286.
Instructor, English Department, Austin Community College. B.A., M.A., English Studies.

TOPICS: Literature — English, American and Modern (Novel, Poetry, Drama). Mythology — Greek and Roman. Linguistics and composition. Literary research. Have been an instructor in our local community service program which attracts out-of-school adults in a variety of interest areas, e.g. creative writing, Shakespeare, listening skills. Also have been discussion leader of groups at local senior citizen center.

HERINGMAN, Bernard. Department of English, Moorhead State University, Moorhead, MN 56560 (218) 236-2235.
Professor of English.

TOPICS: Poetry, modern poetry (English, American, "world"). Shakespeare. French literature (especially symbolist and modern poets). (special subtopics: the *sound* of poetry; verse

techniques; modern black poets; love poetry; Wallace Stevens; Theodore Roethke).

PARTICIPATE (in program of an appropriate sort, with a minimum of jargon and mechanics). **FEE** (if much preparation is required). **TRAVEL EXPENSE. STATE** (for a really interesting "project").

HONG, Christopher. Department of History, Moorhead State University, Moorhead, MN 56560 (218) 236-2812.
Ph.D. Assoc. Professor of History (ancient).

TOPICS: Ancient Near East, Greece, Rome. The world religions. Old and New Testament Religions.

PLAN. PARTICIPATE.
COMMENT: "Discuss fees, travel expenses and where would travel."

HOYLE, Karen Nelson. Kerlan Collection, 109 Walter Library, University of Minnesota, Mpls, MN 55455 (612) 373-9731.
Librarian-Curator, Children's Literature Research Collections, University of Minnesota Libraries. M. Library Science, University of California, Berkeley, M.A. Scandinavian Studies, University of Minnesota. Ph. D. University of Minnesota. Specialist in Children's Literature.

TOPICS: Children's literature. International children's literature. Special Collections of children's literature. Danish children's literature.

PARTICIPATE. FEE. TRAVEL EXPENSES. STATE (Date would have to be acceptable to work schedule, library administration.)
COMMENT: "Have planned and participated in many programs on children's literature."

HUNT, William Harrison. RR 1, Marshall, MN 56258 (507) 532-6732.
Ph. D., Professor of Political Science, Southwest State University.

TOPICS: French politics. French language. Western European Politics. Soviet Politics. Marxism. Survey research design and analysis. Research methodology. Electoral behavior.

PLAN. PARTICIPATE. TRAVEL EXPENSES. STATE.

JANKOFSKY, Klaus P. 435 Administration, University of Minnesota, Duluth, MN 55812 (218) 726-7523/4.
Assoc. Professor of English. Ass't Dean of the Graduate School. Ph. D.

TOPICS: Medieval Literature, especially English. Continental Literature, especially French, German, and in Translation; Comparative Literature. Medieval Modes of Perception and the Modern Mind.

PLAN. PARTICIPATE. TRAVEL EXPENSES. STATE.

JANOVY, David L. Department of Sociology, Mankato State University, Mankato, MN 56001 (507) 389-1723.
Professor and Chairman, Department of Sociology. Ph. D. in Sociology. Post-Doctoral Study in Aging and Retirement.

TOPICS: Aging. Retirement. Pre-retirement education.

PLAN. PARTICIPATE. FEE (depends on amount of time required). **TRAVEL EXPENSES. STATE.**

JANZEN, Kenneth L. Office of the Dean, Hamline University, St. Paul, MN 55104 (612) 641-2206.
Dean, College of Liberal Arts, Hamline University. B.A. University of Redlands, California. B.D. Andover Newton Theological School. M.A. University of Chicago. Ph. D. Claremont Graduate School.

TOPICS: American Religious History. Higher Education in America (history and philosophy).

PARTICIPATE. GRANT (MHC, NEH, other unspecified agencies). **TRAVEL EXPENSES. REGION** (Twin Cities Metro area).
COMMENT: "Have participated in humanities programs and written grants."

JEFFREY, Kirk. Department of History, Carleton College, Northfield, MN 55057 (507) 645-4431, Ext. 496 or 659.
Assoc. Professor of History (American history, especially the family and women) B.A. Harvard. M.A. and Ph. D. Stanford. Experienced speaker and discussion leader under the auspices of the MN Humanities Commission, including 3 months in 1979 as a "Circuit-Riding Humanist" doing public programs in small communities of southwest Minnesota. Vice-Chairman, Governor's Task Force on Families, 1978-79. Chairman, Northfield Heritage Preservation Commission, 1978-79.

TOPICS: History of women in America. Contemporary feminism, sex roles, etc. The family in America: history, current trends and problems. Small towns: history and future. Historic preservation. Rural America during the Great Depression of the 1930s (slide lecture). Work in America.

PLAN. PARTICIPATE. GRANT (MHC, NEH, MN HISTORICAL SOCIETY). FEE. TRAVEL EXPENSES. STATE (depending on my schedule, time of year, etc.)
COMMENT: "Planned a 3-day symposium "The American Family Today & Tomorrow," Carleton, 1977; helped plan a series of programs on rural women, Waseca 1977-78; helped plan a discussion series on the future of the small town, Delano, 1978; helped plan MFU program on isolation and cooperation in rural life, 1978. Participated in all the above as moderator and/or speaker and discussion leader. Several successful grant proposals to MN Humanities Commission for the above programs; proposals to other state and federal agencies, including NEH."

JOHNSON, Clyde E. 408 West 5th, Morris, MN 56267 (612) 589-2166.
Professor of Music, University of Minnesota, Morris. Ph. D.

TOPICS: Music Theory.

PARTICIPATE. FEE (depending on time involved, etc.) **TRAVEL EXPENSES. STATE** (depending upon circumstances).

JOHNSON, Hildegard Binder. 3312 Edmund Boulevard, Mpls, MN 55406 (612) 647-6291 (office); 722-3794 (home).
Professor of Geography Emeritus, Macalester College. Ph. D. University of Berlin, Germany. Delegate for the Association of American Geographers to the American Council of Learned Societies since 1976. Humanistic education (Realgymnasium) — lectured and taught at state universities of California, Georgia, Washington, Minnesota, Oxford (England), Berlin and Munich.

TOPICS: History of Cartography — woodcut maps, early American maps. Historical Geography, emphasis on rectangular survey US, German immigration, historical sites.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE. COUNTY (Hennepin, Ramsey; I do not drive at night).

JOHNSON, William C. 820 Westview Drive, Shoreview, MN 55112 (612) 483-0860. Professor of Political Science, Bethel College.

TOPICS: Government and public policy in the Twin Cities metropolitan area. Minnesota public finance. Urban planning and land use. Urban transportation. Political aspects of the future.

PARTICIPATE. TRAVEL EXPENSE. REGION (Twin Cities metropolitan area).

JONES, Richard E. Willmar Community College, Willmar, MN 56201 (612) 235-2131.
Instructor, History, Willmar Community College. B.A. History, Norwegian, St. Olaf College. M.S. History, Mankato State University. American Studies Institute, Macalester College.

TOPICS: Modern European history (Renaissance to 20th c.). Russian history. British history. Nazi Germany. The American West.

PARTICIPATE. TRAVEL EXPENSES. STATE.

JONES, Thomas B. Metropolitan State University, 1020 Marquette Ave., Mpls, MN 55403 (612) 338-8766.
Ph. D. American History. Ass't Provessor. Program Evaluator — MN Humanities Commission.

TOPICS: American Culture and Literature. American History (frontier, Diplomatic, slavery). Human values and aging. teaching with film. Liberal education.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE (depending on project and time). **TRAVEL EXPENSES. STATE. CITY.**
COMMENT: "Have planned and participated in programs on aging, humanities and human services, humanities and career/life planning."

JORSTAD, Erling T. Department of History, St. Olaf College, Northfield, MN 55057 (507) 663-3165.
Ph. D. History. Professor of History. Director, Program of American Studies. Special research/publishing field — contemporary American religious life.

TOPICS: Current trends, American religious life. American history, general; and specializations in intellectual and social dimensions. American Civilization ("What, then, is this American?").

PLAN, GRANT (MHC, NEH). FEE REGION (between Twin Cities and Rochester area).
COMMENT: "Participated in two week-end community projects funded and directed by the MN Humanities Commission and will do another this April."

KABA, Lansine. Department of History, 614 Social Sciences Bldg., University of Minnesota, Mpls, MN 55455 (612) 373-3753, 373-2705/06.
Assoc. Professor, Department of History; Middle Eastern Studies, Afro-American Studies.

TOPICS: History and Civilization of Africa. History of Islam.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE (depending on the circumstances). **TRAVEL EXPENSES. STATE.**
COMMENT: "I have participated in the following programs: University of Minnesota Gallery Tour: Living Arts of West Africa; Carleton College: Symposium on South Africa; Iowa Humanities: African-American Culture: *Roots* Reconsidered (at Luther College.)"

KANE, Patricia L. English Deparment, Macalester College, 1600 Grand Ave., St. Paul, MN 55105 (612) 647-6510.
DeWitt Wallace Professor and Chair of English Department

TOPICS: American literature. Minnesota literature. Southern literature.

PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.
COMMENT: "Co-director of programs under grant from MN Humanities Commission, 1973, 1974."

KEFFER, Charles J. College of St. Thomas, St. Paul, MN 55105 (612) 647-5258. Provost and Vice President for Academic Affairs, College of St. Thomas. B.S. Physics, Scranton University. A.M., Ph. D. Physics, Harvard University.

TOPICS: College administration. General education.

PARTICIPATE. TRAVEL EXPENSES. REGION (Greater Twin Cities area).

KEMP, Rodger. Box B9, Becida, MN 56625 (218) 854-7380.
Part-time grant writer for poverty agencies. Writer and Photographer. Former teacher — elementary school through graduate school. Consultant — MN Humanities Commission.

TOPICS: American Literature, especially on socio-political themes. Philosophies of education.

PLAN. PARTICIPATE (I think I have better skills as a program planner or grant writer than as a program participant.) **GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.**
COMMENT: "Have been a consultant for several humanities programs; written several grants; participated in "Literacy and Human Values," "Whose Land is Your Land," "American Writers on the Environment."

KENNELLY, Karen, C.S.J. College of St. Catherine, St. Paul, MN 55105 (612) 690-6500.
Academic Dean, work with college curriculum. Ph. D. in history.

TOPICS: Women in education. History of Women in Europe, America. Affirmative action programs and policies. Latin American area studies (history, politics, arts).

PARTICIPATE. GRANT (MHC, NEH, LOCAL FOUNDATIONS). FEE. TRAVEL EXPENSES. STATE (and Upper Midwest). **CITY.**

KOLB, Robert. Concordia College, Hamline & Marshall Avenue, St. Paul, MN 55104 (612) 641-8209.
Ph. D. in history, 1973, University of Wisconsin, Madison. Ass't Professor in religion Ass't Professor in Religion and History, Concordia College since 1977. Executive Director, Center for Reformation Research, St. Louis, MO, 1972-1977. Assoc. Editor, *The Sixteenth Century Journal, 1973-present.*

TOPICS: Church history. Sixteenth century thought and life. Christian dogma. Early modern/modern history.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE (perhaps in some cases). **TRAVEL EXPENSES. REGION** (Metropolitan Twin Cities, 7 county area). **CITY** (St. Paul).
COMMENT: "I have evaluated applications for the National Endowment for the Humanities. I have, as executive director of the Center for Reformation Research, directed a bibliography project funded by the NEH."

KUSTER, Thomas A. Dr. Martin Luther College, New Ulm, MN 56073 (507) 359-9479.
Professor of Speech Communications and English Language. Ordained Lutheran minister.

TOPICS: The use and misuse of language in public affairs. The effects of television on children's knowledge and values. Methods of analysis and critical thinking. Communication networks in groups and institutions.

PLAN. PARTICIPATE. TRAVEL EXPENSES. STATE.

LAING, The Rev. Christopher. 708 Seventh St. N.E., Waseca, MN 56093 (507) 835-5775.
Episcopal priest. M.A., English literature.

TOPICS: Battered women. Personal growth and the family.

PLAN. PARTICIPATE GRANT (no agencies specified). **TRAVEL EXPENSES** (Discuss where would travel).

LANE, Richard B. Department of Sociology and Anthropology, St. Cloud State University, St. Cloud, MN 56301 (612) 255-3010.
Ass't Professor of Anthropology, St. Cloud State University.

Head Curator and Curator of Archaeology, St. Cloud Museum of Man. Archaeologist, Prehistorian.

TOPICS: Prehistoric peoples of North America (generally). Minnesota Archaeology (both historic and prehistoric). Archaeology of the Upper Mississippi Valley. Archaeology of the Western Great Lakes.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.
COMMENT: "Developed and mounted museum exhibits, aimed at a non-academic "audience", related to my field. Have developed and given "short courses," such as "The Archaeology of Central Minnesota," for presentation in non-academic settings."

LANEGRAN, David A. Department of Geography, Macalester College, St. Paul, MN 55105 (612) 647-6504.
Ph. D.

TOPICS: Development of community histories. Development of Twin Cities and other cities in the state. Humanistic aspects of environmental education.

PLAN. PARTICIPATE. GRANT (no agency specified). **FEE. TRAVEL EXPENSES. STATE.**
COMMENT: "Development of Living Historical Museum funded by NEH. Symposium on Neighborhood Conservation funded by MHC. Participated in several programs funded by MHC. Wrote proposals to NEH and MHC."

LARSON, Donald N. Bethel College, St. Paul, MN 55112 (612) 641-6332.
Professor of Linguistics and Anthropology. Chairman, Department of Linguistics. Ph. D. (Linguistics) University of Chicago.

TOPICS: Austronesian languages. General linguistics. Cross-cultural communication. Adult language acquisition.

PLAN. PARTICIPATE FEE (depends upon agency served). **TRAVEL EXPENSES. STATE.**
COMMENT: "For a number of years I have been planning and directing workshops, seminars, field trips, etc., designed to orient people of one background to life among those of another."

LATTS, Sander M. General College, 30 Nicholson Hall, 216 Pillsbury Dr. S.E., University of Minnesota, Mpls, MN 55455 (612) 373-5264.
Assoc. Professor of Family Studies and Child Development, General College, University of Minnesota. Ph. D. Family Sociology.

TOPICS: American marriage and family patterns. Human sexual behavior. Jewish family patterns. Parent-child relations.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.

LEHMBERG, Stanford E. Department of History, University of Minnesota, Mpls, MN 55455 (612) 373-2712.
Professor of History, University of Minnesota. B.A., Kansas, 1953. M.A., Kansas, 1954. Ph. D., Cambridge, 1956. Fulbright and Guggenheim Fellowships. Active in American Historical Association. Conference on British Studies. English-Speaking Union, etc. Organist and choirmaster, St. Clement's Episcopal Church. Member of the Board, Concentus Musicus. Former board member, St. Paul Chamber Orchestra.

TOPICS: History of England, especially Tudor-Stuart period. English Country Houses. Ecclesiastical history, especially Anglican communion. Church music and architecture.

PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE (when convenient).

LEICHTLE, Kurt E. 606 E. Fourth St., Winona, MN 55987 (507) 452-4714.
B.A., M.A. in History. Ph. D. Candidate in American History.

TOPICS: History of the Mississippi River Valley. Immigration, particularly German, Irish, English and Italian. Editing and organizing newsletters. Archival organization. Social life on the midwestern frontier. Frontier politics. Museum procedures.

PLAN. PARTICIPATE. GRANT (MHC, NEH, MN State Arts Board, Institute of Museum Services, MN State Historical Society). **FEE** (negotiable). **TRAVEL EXPENSES. STATE.**
COMMENT: "I have a strong commitment to bringing professional historical expertise to the general public in forms that they find interesting and beneficial. My interests are wide-ranging and I would be willing to consider many projects. I am particularly interested in projects which combine disciplines. To this end I have presented the "Down on the Levee" paper to several groups and I have participated on a panel at the MN Folklife Society fall meeting. I wrote and am project director of an MHC project on "Lifestyles in the River Valley." I also wrote the grant proposal for an archives project which will include exhibiting and a written program."

LEJA, Alfred E. St. Cloud State University, St. Cloud, MN 56301 (612) 251-7796. Professor of English, St. Cloud State University. Pastor of Our Saviors, St. Cloud. M.A., Columbia University. Ph. D., University of Texas.

TOPICS: Bible as Literature. Contemporary Fiction for Community Adult Education. Meet John Donne.

PLAN. FEE. TRAVEL EXPENSES. STATE.
COMMENTS: "Spoke on "Public Uses of the Humanities" for East Central Library System meeting."

LEPPERT, Richard D. Humanities Program, Ford Hall 314, University of Minnesota, Mpls, MN 55455 (612) 373-3516, 377-1342.
Assoc. Professor, Humanities, University of Minnesota. Ph. D. Indiana University (1973), musicology.

TOPICS: Music History. Art History.

PLAN. PARTICIPATE (interested but rather severe time restrictions). **FEE. TRAVEL EXPENSES. STATE.**

LINN, Michael D. English Department, University of Minnesota, Duluth, MN 55804 (218) 726-8525.
Ass't Professor of English, Linguistics and Anthropology.

TOPICS: Regional and social variety of American English, including the Minnesota and the Iron Range. Literary dialect. Degrees of grammaticality in poetry.

PLAN. PARTICIPATE GRANT (MHC, NEH). TRAVEL EXPENSES. STATE..
COMMENT: "I spoke three times in 1978 on "Why We Speak as We Do or Aspects of Iron Range Speech" under the auspices of the Arrowhead Library System through a MN Humanities Commission Grant."

LINSE, Eugene. 275 N. Syndicate, Concordia College, St. Paul, MN 55104 (612) 641-8271.
Professor — American Government, Concordia College.

TOPICS: Procedural Due Process. First Amendment question in Religion and Speech.

PARTICIPATE. GRANT (NEH). TRAVEL EXPENSES (I would travel as needed and within my academic priorities).

LUND, Orval A. Jr. Department of English, Winona State University, Winona, MN 55987 (507) 457-2949.
Instructor of English at college/university level for ten years.

TOPICS: Poetry, expecially modern American. Creative writing. Twentieth century British and American literature. Writing, non-fiction, science fiction. Contemporary American fiction.

PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.
COMMENT: "Participated in a MN Humanities Commission project on health care."

LYNSKEY, James. Department of Political Science, Hamline University, St. Paul, MN 55104 (612) 641-2260.
Professor of Political Science. Ph. D. University of Minnesota (1966).

TOPICS: Political Parties and Elections. Public Administration and Public Policy. The Presidency. American National Politics in General.

PLAN. PARTICIPATE FEE (depends). **TRAVEL EXPENSES, REGION** (Metro area).

MAIOLO, Joseph. Department of English. University of Minnesota, Duluth, MN 55812 (218) 726-8232, 726-8235.
Ass't Professor of English, University of Minnesota, Duluth. M.F.A. Creative Writing, University of North Carolina, Greensboro. M.A. English, University of Virginia. Advanced study: English, The American University; Creative Writing and Cinema, Hollins College. B.S., United States Naval Academy.

TOPICS: "I would be willing to read from my work in public." "Some publications are: *Elverno: A Tale from a Boyhood*, Blairwood Publishers, 1972; Textbook-anthology (editor-contributor); From Three Sides; *Reading for Writers*, Prentice-Hall, Inc., 1976; stories, poems, and prose poems in *The Greensboro Review, Granite, Inlet, Phoebe: The George Mason Review, Proteus*, and anthologies; review-essays in *Magill's Literary Annual*, 1972-1978.

PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.

MARCHESE, Ronald T. Department of History, University of Minnesota, Duluth, MN 55812 (218) 726-8507.
Ass't Professor of History. Ph. D. New York University. M.A. New York University. B.A. California State. University (Summa cum Laude). I have been actively involved in the creation of Humanities Programs (M.A. and B.A. levels) at the University of Minnesota and Virginia Polytechnic Institute and State University in the state of Virginia. This has taken on major curricula changes in both institutions.

TOPICS: Ancient Near Eastern History and Archaeology. Greek and Roman History. Ancient Urban History. Theoretical Archaeology. Urban Theory. Ancient Political Thought. Prehistoric Aegean (The Age of Homer).

PLAN. PARTICIPATE. GRANT (NEH). FEE (small fee only). **TRAVEL EXPENSES. STATE.**
COMMENT: "I am currently involved in the planning of the Humanities Program for the University of Minnesota. This is a B.A. program with a committee association with the Masters of Liberal Studies Planning Program. Both are outreach programs to the adult audience."

MARTHALER, Sister Andre, O.S.B. Department of English, Bemidji State University, Bemidji, MN 56601 (218) 755-2006 (office); 751-8190 (home).
Chairperson, Department of English, Bemidji State University. M.A. University of Notre Dame, English. M.A. University of Washington, Seattle, English/Linguistics. Past President, Executive Secretary of MN Council of Teachers of English. Director: Upper Midwest Writers Conference, Bemidji State University, 1978, 1979.

TOPICS: Image of Women in Literature. Sexism in Curricula. American English Dialects. Creative Writing. Global Awareness. Native American Literature.

PLAN. GRANT (MHC, NEH). TRAVEL EXPENSES. REGION (North and Central MN). **COUNTY** (Beltrami). **CITY** (Bemidji). (Since I do not have a car, I have to rely on Greyhound or North Central Airlines.)
COMMENT: "I have planned Humanities Week Programs for Bemidji State University."

MARX, Paul. The Human Life Center, St. John's University, Collegeville, MN 56321 (612) 363-3552.
Professor of Sociology (on leave). Ex. Director of The Human Life Center. Writer and lecturer on related projects. Ph. D.

TOPICS: The Sociology of the Family. Cultural Anthropology. Social Psychology. Theology. Philosophy.

PLAN. PARTICIPATE. GRANT (no agencies specified). **FEE** (small). **TRAVEL EXPENSES. STATE** (MN). **CITY** (Twin Cities and environ). (Where would travel depends on what would be traveling for).
COMMENT: "Have lectured on the family, sex education, preparation for marriage in more than 30 countries."

MAY, Russell A. 2120 East Center St., Rochester, MN 55901 (507) 288-4584.
Director, University of Minnesota, Rochester Center. Teacher in New Testament, Psychology, Occult, Administration, and Chemical Dependency Treatment and Program Management.

TOPICS: Philosophy New Testament. Chemical Dependency Treatment. History of Christianity. Witchcraft Magic and the Occult. Decision Making. Developing and Holding Successful Meetings. Grant Writing.

PLAN. PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE.

MAYO, David J. 528 North 20th Ave. E., Duluth, MN 55812 (218) 724-7734.
Ass't Professor of Philosophy, University of Minnesota, Duluth. Ph. D. Pittsburgh.

TOPICS: Brain Death. Euthanasia. Suicide (Philosophical aspects of).

PLAN. PARTICIPATE. TRAVEL EXPENSES. STATE.
COMMENT: "I was a participant in a program Robert Evans put together on "Medical Ethics" "Who shall decide?" at a local hospital in Duluth."

MEISTER, Celeste A. 3420 — 33 Ave. S., Mpls, MN 55406 (612) 724-2973.
Assoc. Professor of English, Macalester College, St. Paul, MN 55105. B.A. English and German, Macalester College. B.S. Library Science, University of Minnesota. M.A. English, University of Minnesota.

TOPICS: I teach British literature and writing courses. I also teach, or direct independent projects in some kinds of creative writing (stories for children) and adolescent literature. My special interest is the English Victorian period. I have previously taught special methods in English (secondary level) but we have so few now that the private colleges combine classes at present. In the past three years and at present I am teaching topics courses (Love Story; The Environment; Men and Women Together; Children in Literature; The Aging and Aged in Literature).

PLAN. TRAVEL EXPENSES. COUNTY (Hennepin). **CITY** (Mpls, St. Paul, Duluth, suburbs).

MICHELS-PETERSON, Peg. RR 1, Hancock, MN 56244 (612) 392-5560.
Assoc. Director of West Central Historical Research Center located on the University of Minnesota, Morris campus. Writing my thesis on Irish-American community life: case study of Clontarf, MN.

TOPICS: Ethnic and Immigration History. Minnesota history. History of rural women. Use and preservation of local history documents from township records to oral interviews.

PLAN. PARTICIPATE. FEE (negotiable). **TRAVEL EXPENSES. STATE.**
COMMENT: "I am the MN humanist for the American Farm Project funded by this Nat'l Farmers Union and NEH (1978-79). Spring 1978 panelist for St. John's Ethnic Days, "Ethnic Conflict in Stearns County, MN" funded by MHC."

MICHLOVIC, Michael G. Department of Sociology and Anthropology, Moorhead State University, Moorhead, MN 56560. (218) 236-2632.
Ass't Professor, Anthropology. Specialty, prehistoric archaeology.

TOPICS: Minnesota Prehistory, especially Red River Valley.

PARTICIPATE. TRAVEL EXPENSES. REGION (Northwest MN).

MILLER, Joseph W. 1116 South 16 St., Moorhead, MN 56560. School address: Box 144, Moorhead State University, Moorhead, MN 56560 (218) 236-2235 (office); 233-6722 (home).
Professor of English, Moorhead State University. B.S. in Education, Commerce, English, Science, 1940, Southeast MO State University. A.B. English and Science, 1941, Southeast MO State University. M.A. in Teaching of English, 1947, Teachers College, Columbia University. Ph. D. major Education, minor English, 1958, University of Minnesota.

TOPICS: "Expertise" is too strong a word; some knowledge and background in history of language, phonetics and phonemics, development of current American language, linguistics in general, dialect differences and effects of them. Mystery fiction, modern British and American novels, comic novels. Methods of improving written composition. British and American literature 1650-1970.

PLAN. PARTICIPATE. GRANT (Am better at "vetting" such proposals, analyzing and recommending modifications than at initiating them). **FEE. TRAVEL EXPENSES. STATE.**

MOIR, Thomas L. 823 South 2nd Street, Mankato, MN 56001 (507) 388-3398, 389-6510.
Professor of History, Mankato State University. Ph. D. in History, Dublin University (Ireland).

TOPICS: English political and social history, especially of the 17th century. English constitutional history, expecially of the 17th century. English legal history. European history in the 18th and 19th centuries.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.

MONTGOMERY, Paul. 219 Beech St., Mankato, MN 56001 (507) 388-8584 (home); 835-1000 (office).
Ass't Professor, Communications and Humanities, University of Minnesota, Waseca MN 56093. A.B., M.A. Boston University. Coursework, etc., completed toward Ph. D. University of Kansas.

TOPICS: Film, with emphasis on Rural and Urban Images on film. Theatre, with emphasis on musical theatre. Literature, with emphasis on the novel.

PLAN. PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE.
COMMENT: "Projects funded by MHC and NEH: 1976 "Working in America" series, Waseca (project director); 1977 "World Hunger" series, Waseca (co-planner); 1975 "Man and the Land" series, Waseca (co-planner). As guest humanist with Waseca Education Department, led several discussions on "Life, Liberty and the pursuit of happiness" (MHC and NEH)."

MURPHY, Paul L. Department of History, 614 Social Science Bldg., University of Minnesota, Mpls, MN 55455 (612) 376-3190, 373-2705.
Professor of American Constitutional and Legal History. Professor, Program in American Studies. I have run a summer institute for NEH at the University of Minnesota in the History of Anglo-American Liberties, and served as frequent referee on grant proposals for various NEH divisions.

TOPICS: The Supreme Court since World War I. The Rights Revolution in modern America. The Politics of Civil Liberties. Discrimination and Prejudice in American History. The Changing Legal Status of Women, Blacks, Indians in Modern America.

PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE. CITY (Metro area).

MURRAY, Peter B. Department of English, Macalester College, St. Paul, MN 55105 (612) 647-6388 (office); 647-6387 (secretary); 690-2912 (home).
Professor of English. Ph. D. University of Pennsylvania. B.A. Swarthmore College.

TOPICS: Drama, especially Shakespeare and other Elizabethan dramatists, but also modern, and ancient Greek tragedy. English and American literature in general. The psychology of role-playing in the theater and in everyday life.

PLAN. PARTICIPATE. GRANT (MHC, NEH). Fee (depending on the amount of preparation and work). **TRAVEL EXPENSES. CITY** (Twin Citis and suburbs).

MYERS, Larry W. Concordia College, Hameline and Marshall, St. Paul, MN 55104 (612) 641-8269.
Ordained Lutheran minister (LC-MS) 1972. Ass't Professor of Religion. Concordia College, St. Paul, 1977 to present. M.A. in Classical Greek, St. Louis University 1972. Ph. D. Candidate in Classical Languages, St. Louis University. American Academy in Rome Summer Program, 1978. Missionary in Korea, 1972-1976.

TOPICS: Roman and Greek history and culture. Latin and Greek translation. Latin and Greek literature. Palaeography. New Testament textual criticism. Ancient "mystery religions". Korean language, customs and culture. Religions of East Asia.

PARTICIPATE. GRANT (NEH). FEE (if asked to instruct). **TRAVEL EXPENSES** (if asked to assist in grant writing). **STATE** (as time permitted).

NAFTALIN, Arthur. Hubert H. Humphrey Institute of Public Affairs, 909 Social Sciences Bldg., University of Minnesota, Mpls, MN 55455 (612) 373-9909; 373-2653.
Professor of Public Affairs. Ph. D. and M.A. in Political Science. B.A. in Journalism. Currently host on television and radio programs dealing with MN issues, covering wide range of public affairs and problems.

TOPICS: "I wrote my Ph. D. dissertation on "The History of the Minnesota Farmer-Labor Party." While it has never been published, it was mimeographed and has been widely reproduced and read by scholars and students. I have also had a special interest in Government and the Arts. A statement of mine was published in Cultural Affairs on this subject several years ago.

PARTICIPATE. FEE (This would be wholly dependent on the character of the project). **TRAVEL EXPENSES. STATE.**

NAKASONE, Edwin M. Lakewood Community College, White Bear Lake, MN 55110 (612) 770-1331.
Asian History Instructor. Consultant and Resource Person in Asian American human relations classes.

TOPICS: Asian History-Studies. Asian American.

PLAN. PARTICIPATE. GRANT (MHC, NEH) (all dependent on time). **FEE. TRAVEL EXPENSES. STATE. REGION. COUNTY. CITY.** (all dependent on time availability).
COMMENT: "Planned and participated in several programs and projects related to Japanese-Americans and Asian-Americans."

NASS, David L. History Department, Southwest State University, Marshall, MN 56258 (507) 537-6280, 6224.
Professor of History.

TOPICS: Recent American History and Public Policy. Rural Electrification. Minnesota History. Agricultural History.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. REGION (Southwest MN). **CITY** (Twin Cities, Mankato).
COMMENT: "Director, Grant from MN Humanities Commission to produce series of six programs for MN Public Radio, 1974-75. Director, Conference on Regionalism and Ethnicity (MHC), 1974. Consultant, American Farm Project funded by National Endowment for the Humanities, 1978-79. Participant in programs listed above and several others funded by MHC."

NELSON, Gordon L. Department of Sociology, Augsburg College, 731 — 21st Ave. S., Mpls, MN 55454 (612) 332-5181 Ext. 675 or 333.
Assoc. Professor of Sociology and Religion, Augsburg College. B.A. University of Minnesota, Political Science, 1958. M.A. University of Minnesota, Political Science, 1959. B.D. Luther Theological Seminary 1963. M.A. University of Chicago, Ethics and Society. Ph. D. University of Chicago, Ethics and Society, 1972.

TOPICS: Social ethics issues concerning the political process and the quality of urban life.

PARTICIPATE. FEE (would not refuse). **TRAVEL EXPENSES. REGION** (Twin Cities Metro).
COMMENT: "Participated in Guthrie Theater's humanities series on personal rights vs. societal needs. Ethics symposiums for various church groups."

NEPHEW, Albert H. College of St. Scholastica, Duluth, MN 55811 (218) 728-3631. Ph. D. in Philosophy. Assoc. Professor of Philosophy.

TOPICS: Ethics: Ethical theory; Ethical issues; application of ethics to cases, institutions, issues, etc. Philosophy of Religion. I am interested in all sorts of topical social and political issues.

PLAN. PARTICIPATE. GRANT (MHC, NEH, other unspecified agencies). **FEE** (to be on a program or to be a consultant). **TRAVEL EXPENSES. STATE** (and adjacent states).
COMMENT: "Planned and participated in many humanities programs on such subjects as "Children's Rights", "Environmental Values", "Death and Dying", "American Indian Rights", "Crime and Justice", "Reserve Mining".

NIEMI, Judith. 3330 Columbus Ave. S., Mpls, MN 55407 (612) 822-1868.
Former teacher of literature, University of Minnesota, Duluth. Experienced as project director for humanities project; program associate, MN Humanities Commission. Consultant to MN Humanities Commission. Outdoor educator. Photographer.

TOPICS: Literature of wilderness travel. History of attitudes toward wilderness. Literature of women and the wilderness. Pioneer narratives. Contemporary fiction by women.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. STATE (summer). **CITY** (prefer Mpls area in winter).
COMMENT: "Project Director for Arrowhead Library System's bicentennial project, "Bookmobile 76"; planned program, wrote publicity, arranged speakers for several programs, ordered books. Then drove the bookmobile, acted as librarian, travelling humanist, and publicist. Planned followup use of materials. As MN Humanities Commission program associate, assisted in planning of many programs in NE Minnesota. Participated in women's programs sponsored by Women's Growth Center, Duluth, and in a wilderness program sponsored by Northwoods Audubon Society, Duluth. 1977, program associate for MN Humanities Commission assisted many groups in NE Minnesota in writing grants to the commission.

O'BRIEN, George M. Department of Foreign Languages and Literatures, University of Minnesota, Duluth, MN 55812 (218) 726-7277.
Assoc. Professor of Languages (German and Latin) and Literature (German, Classical Mythology, Austrian Studies).

TOPICS: German Literature including its effects on Romanticism, drama, 20th c. literature. Classical mythology. Austrian Studies, intellectual history of the turn of the century.

PARTICIPATE. GRANT (NEH). TRAVEL EXPENSES. STATE.

O'BRIEN, Gordon W. Department of English, 210f Lind Hall, University of Minnesota, Mpls, MN 55455 (612) 373-3533, 2595.
Professor of English, University of Minnesota. A.B., M.A. University of Kansas. Ph. D. Ohio State University.

TOPICS: English Literature of the 16th and earlier 17th centuries, especially Shakespeare, Milton. The Authorized Version of the Bible (1611) and Literary Tradition. Literature and Science. English Romanticism.

PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.

OCHRYMOWYCZ, Leo M. 574 Mankato Ave., Winona, MN 55987 (507) 452-9513.
Professor emeritus at St. Mary's College, Winona. Modern Languages: German, Russian, Polish.

TOPICS: Ethnic Studies: Slavic (Polish, Ukrainian, Chech). Aspects: Immigration; Working conditions; Spiritual life; Education; Acculturization.

PLAN. PARTICIPATE GRANT (MHC). FEE REGION (Southeastern and Central MN).
COMMENT: "Participated in the project of Dr. Ahmed El-Afandi of Winona State University, researched and published a dissertation on Polish People of the Southeastern Minnesota, and discussed the topic 12 times in Region 10 with various groups of senior citizens and organizations of adult population."

OSTENDORF, Br. Paul J. Campus Box 1441, St. Mary's College, Winona, MN 55987 (507) 452-4430.
Head Librarian, St. Mary's College, Winona.

TOPICS: American Genealogy. How to be a family historian.

PLAN. PARTICIPATE GRANT (MHC, NEH). TRAVEL EXPENSES. STATE (I am willing to travel if there is a real need.)
COMMENT: "I have planned and taught a course in genealogy at the local historical society as part of their services and for the Employees Learning Program, a governmentally funded program. I have planned and given lectures on genealogy at the Winona Public Library."

OTTO, Don H. 719 — 23rd Ave. N., St. Cloud, MN 56301 (612) 252-0577.
Professor of English, St. Cloud State University, St. Cloud. Part-time minister, United Methodist Church circuit.

TOPICS: The relevance of Great Books to Our Times. *Hamlet* for Everyone. Reading: Poetry, from Birth to Death. The Decalogue Today.

PLAN. PARTICIPATE. GRANT (MHC). FEE (no charge unless group is able to pay travel.) **STATE.**
COMMENT: "Directed state-wide project for service clubs and other civic groups (1974-75) presenting the values of the humanities in education."

PAAP, Howard D. Lakewood Community College, White Bear Lake, MN 55110 (612) 770-1331.
Anthropology — Sociology Instructor.

TOPICS: Ojibwa Culture. Finnish-American Culture.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.

PADDOCK, Joe RR 4, Box 50, Marshall, MN 56258 (507) 532-9067.
I am currently working on three jobs all of which are related to the humanities: 1)Poet in Residence for the Southwest MN Arts and Humanities Council; 2)Theme developer for the American Farm Project, a joint project of the National Endowment for the Humanities and the National Farmers Union; 3)Poet in Residence for Minnesota Public Radio (bringing the poet's perspective to regional issues).

TOPICS: 1)Contemporary Poetry and/or creative writing. (Possible program-discussions using my own work.) 2)Oral history: a)workshops on collecting, editing, etc., b)Programs from published oral history of the Southwestern MN area. 3)Humanities and the land. 4)Environmental aesthetics.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.
COMMENT: "1)Theme developer and seminar leader for the nationwide American Farm Project. 2)Worked with SMAHC in developing their Celebration of Rural Life Series, four lengthy residencies which are now taking place (or soon will be) in Southwestern MN (I was a member of the planning committee.). I participated in 1)American Farm Project on Humanities and the Land as seminar leader; 2)programs in the Region 6E Environmental Education series *Touch the Earth;* 3)poet's perspective and Poet in Residence Series with MN Public Radio; 4)gave programs at Blue Mounds State Park as part of the MN Humanist in the Parks Series.

PADDOCK, Nancy. RR 4, Box 50, Marshall, MN 56258 (507) 532-9067.
1978: Poet-in-Residence for the Southwest MN Arts and Humanities Council. Poet-in-Residence for KRSW Public Radio in Worthington, MN creating a series of 14 programs. Theme developer for *The American Farm Project,* a program of the National Farmers Union, funded by the National Endowment for the Humanities. The theme worked on was "The Land".

TOPICS: Environmental aesthetics. Rural women. Oral history. Poetry. The land.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE REGION (Southern or Central MN).
COMMENT: "Participated in planning for "The American Farm Project" which was directed at young farm couples. My husband, Joe and I presented materials we had gathered on "the land" theme to them at regional meetings. Conducted discussion meetings on "The Land" materials for the "The American Farm Project". Conducted programs for "Touch the Earth" environmental aesthetics poetry/art/discussion series. Prepared "The Poet's Perspective" radio programs fro KRSW Public Radio and read and discussed themes on the air. Conducted oral history readings and seminars on the collection of oral history."

PALOSAARI, Ronald. Department of English, Augsburg College, Mpls, MN 55454 (612) 332-5181 ext. 491 (office); 537-5370 (home).
Assoc. Professor of English. Ph. D. University of Minnesota.

TOPICS: American Literature. American Film. The American Novel. Kurt Vonnegut, Jr. Emily Dickinson. Black Novelists. Male and Female Images and Interactions in Literature. The Theme of Love in Literature.

PLAN. PARTICIPATE. FEE (it would depend on the situation). **STATE.**
COMMENT: "Member of planning committee and resource person and panel member for the series "Communication: The Human Condition" January 1972. Resource person and discussion leader for a film in the Hennepin County Library Series *Six American Families: A mosaic of Family Life,* Feb.-March 1979."

PAMPUSCH, Sr. Anita M. College of St. Catherine, St. Paul, MN 55105 (612) 690-6501.
Assoc. Academic Dean. Assoc. Professor of Philosophy.

TOPICS: History and Philosophy of Science. Contemporary Philosophy. Women in the Church. Scientific Revolution (Isaac Newton).

PLAN. PARTICIPATE. TRAVEL EXPENSES. CITY (St. Paul, Mpls).
COMMENT: "An occasional trip would be possible, but the nature of my job does not allow for a lot of outside work."

PEARCE, Donald J. Library, University of Minnesota, Duluth, MN 55812 (218)726-8102.
Library Director, University of Minnesota, Duluth. Ass't Professor of Philosophy.

TOPICS: Religions and Religious Philosophy of India, China and Japan. Buddhism in the West.

PARTICIPATE. TRAVEL EXPENSES. REGION (Arrowhead).

PERRY, Hosea L. Sociology/Social Work, Winona State University, Winona, MN 55987 (507) 457-2966.
Ass't Professor of Sociology/Social Work. M.A. North Carolina Central University, 1964. M.S.W. University of Iowa, 1977.

TOPICS: History of black women in America. Community organization/social action, program development. Creative use of literature with older adults.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.

PETERSON, Fred W. University of Minnesota, Morris, MN 56267 (612) 589-2211 Ext. 209.
Professor of Art History.

TOPICS: Rural Architecture: Farm Homes. Use and Misuse of Natural Resources. American Landscape Painting: The Ideal Eden.

PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.
COMMENT: "MN Humanities speaker: "The Limits of Eden". MN State Park Resident Humanist: Landscape Art of the U.S.A. Involved with American Farm Project, National Farmers Union."

PETERSON, Sr. Ingrid. Box 430, College of St. Teresa, Winona, MN 55987 (507) 454-2930 Ext. 279.
English Department, College of St. Teresa. College of St. Teresa B.S. 1963. University of Michigan M.A. 1969. Breadloaf School of English, Fellow 1971. University of Iowa Ph. D. candidate 1979, English: Renaissance, Medieval and Romance literature areas of concentration. Member of College Committees: Academic Affairs to the Board of Trustees; Rose and Lee Warner Foundation Concert and Artists Series; Creativity and Liberal Studies, Special Committee to the President. Member of Modern Language Association, Midwest Modern Language Association, National Council of the Teachers of English. Pi Kappa Delta, National Speech Fraternity.

TOPICS: Renaissance Literature, Dissertation topic: "Epic and Romance Elements in Spenser's 'The Faerie Queene': A Commentary Based on the Italian Cinquecento Critics". Spenser, Shakespeare, Milton. Medieval Literature, Dante, Chaucer. The British romance writers. Romance genre, the movement from French, Italian, and English to American literature with emphasis upon the critical theory of epic and romance in the Italian Renaissance. I enjoy writing and research much more

than administrative type work. I am challenged by substantive ideas. I am a good teacher of literature, and I would like to talk about the literary works I know. I also like to read poetry aloud and to help audiences appreciate it (including my own work). I am also interested in creative writing and would like to try a "Closet Workshop in Poetry" for out-of-school adults according to the methodology of Kenneth Koch (that is a workshop for closet writers).

PARTICIPATE. FEE. TRAVEL EXPENSES. REGION (It would be possible for me to reach southeastern and southwestern MN). **COUNTY** (Winona and the Hiawatha Valley). **CITY** (Winona).
COMMENT: "In December 1978 I presented a paper, "Toward an Awareness of the Value of the Humanities," as a consultant-scholar to MN Public Radio, KLSE, Rochester, under an NEH project, "Public Radio as a Forum for the Humanities." My role was to address how an awareness of the humanities can help the radio staff, to identify the resources in the area, and to suggest possible program formats."

PHILLIPS, Alan M. Department of Philosophy, St. Cloud State University, St. Cloud, MN 56301 (612) 255-4117, 2234.
Professor of Philosophy — concentration in ethics. Ph. D. Michigan State University 1969.

TOPICS: Ethics — especially normative ethics (vs. meta-ethics), ethics in ordinary life, professional ethics.

PARTICIPATE. TRAVEL EXPENSES (at least). **STATE.**
COMMENT: "Panelist in Health Care Issues Forum at Mankato State University, Spring 1977."

PROWE, Diethelm. Carleton College, Northfield, MN 55057 (507) 645-4431 Ext. 458.
Professor of History. Ph. D. 1967 Stanford University.

TOPICS: German history (mainly 19th/20th centuries).

PLAN. PARTICIPATE. FEE (not initially, but I would want to keep that option open for a time when I feel that my experience would warrant charging a fee). **TRAVEL EXPENSES.**

RAPP, George, Jr. College of Letters and Science, University of Minnesota, Duluth, MN 55812 (218) 726-7201.
Dean, College of Letters and Science. Professor of Geology and Archaeology.

TOPICS: Prehistoric archaeology of the eastern Mediterraean region.

PLAN. PARTICIPATE. TRAVEL EXPENSES. STATE.

RAUP, Philip M. Department of Agricultural and Applied Economics, University of Minnesota, St. Paul, MN 55108 (612) 373-0951.
Professor.

TOPICS: Land Economics. Land Tenure History. World Agriculture Development.

PARTICIPATE. TRAVEL EXPENSES. STATE.

RAY, Timothy. Box 181, Moorhead State University, Moorhead, MN 56560 (218) 236-2151.
Artist. Art Instructor.

TOPICS: Art; more specifically contemporary, regional.

PARTICIPATE. FEE (this would depend upon circumstances). **STATE.**
COMMENT: "Can also refer to other appropriate people/resources."

REEDY, Jeremiah. Classics Department, Macalester College, St. Paul, MN 55105 (612) 690-4264.
Assoc. Professor of Classics. Ph. D. University of Michigan 1968. Consultant to St. Thomas' Center for Community Education.

TOPICS: Humanities — what they are, rationale for study, etc. Ancient Greece and Rome. Ancient philosophy (e.g. Plato).

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.
COMMENT: "Conducted (with Samuel Popper) a seminar series for school superintendents (1978-79) on applied humanism. I have authored and co-authored many proposals — some successful others not."

REILLY, Sr. M. Lonan. Box 740, College of St. Teresa, Winona, MN 55987 (507) 454-2930 Ext. 277.
Assoc. Professor of History. Ph. D. in History, University of Notre Dame 1970. Danforth Associate — Upper Midwest Region.

TOPICS: History of Women in America. Culture and history of American Indians. Urban history.

PLAN. PARTICIPATE. FEE (probably, depending on circumstances). **TRAVEL EXPENSES. REGION** (areas near Winona). **COUNTY** (Winona). **CITY** (Winona).
COMMENT: "Participated in MN Humanities Grant in conjunction with "The Adams Chronicles" (TV), Jan.-April 1976."

RENKIEWICZ, Frank. College of St. Teresa, Winona, MN 55987 (507) 454-2930.
Professor of History, College of St. Teresa. Ph. D. University of Notre Dame, 1967. Editor, *Polish American Studies*, journal of the Polish American Historical Association, 1971-present.

TOPICS: History of ethnic groups in America. The family in America. American social and political history since 1865.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.
COMMENT: "I have since 1973 collaborated with other members of the Winona community and with local colleges in developing lecture programs, concerts, and other public events oriented to the ethnic heritage of Winona, particularly to the Polish heritage of southeastern MN and adjacent Wisconsin."

RENNER, Sr. Emmanuel. College of St. Benedict, St. Joseph, MN 56374 (612) 363-5481.
M.A. in Medieval European History. Ph. D. in Modern European History. Post-doctoral studies in East Asian History. Professor of History. Present position: Director of Planning and Program Development.

TOPICS: Medieval European History. 19th and 20th centuries in European history. History of women in U.S.

PLAN. TRAVEL EXPENSES. STATE.
COMMENT: "I have participated in humanities seminars for non-traditional adult students."

REUTHER, Terry L. 14041 Crosstown Blvd N., Anoka, MN 55303 (612) 757-1274.
Instructor of Sociology and Anthropology, Anoka-Ramsey Community College. M.S. Purdue University.

TOPICS: Spcial problems, especially those caused by change, technological innovation. Issues in Sex Role behavior. Political Sociology, especially community organization and the art of practical political action. All aspects of social research, from questionnaire design, sampling, to data analysis.

PLAN. GRANT (MHC, NEH). FEE (This would depend on the individual project.) **TRAVEL EXPENSES. STATE** (also Wisc., Iowa, Dakotas).
COMMENT: "I have planned professional meetings of the Midwest Sociological Association, which involved co-ordination of 13 speakers throughout the nation. Organization seems to be one of my most frequent activities."

REZMERSKI, John Calvin. Gustavus Adolphus College, St. Peter, MN 56082 (507) 931-4257, 4300 Ext. 552.
Poet, teacher, writer, lecturer, editor. Assoc. Professor of English.

TOPICS: Minnesota authors. The 1862 Sioux Uprising. Science fiction. Language in society — education, the media, advertising, everyday life. Contemporary poetry. The role of the arts in the community.

PLAN. PARTICIPATE GRANT (MHC, NEH, other unspecified agencies). **FEE. TRAVEL EXPENSE. STATE.**
COMMENT: "Assisted in planning Humanities Seminar III under NEH grant to Gustavus Adolphus College; planned and coordinated "Voices from the 30's", a program of music, slides and readings relating to the Depression years in MN; founded and coordinated MN Poetry Outloud under grants from Gustavus Adolphus College, Southwest MN Arts and Humanities Counci, and the MN State Arts Board. Have participated in writers' workshops, workshops for teachers, various public lecture series, MN Poetry Outloud (primarily an arts program, but with a strong humanistic thrust), "American Writers Confront Public Issues" (a bicentennial humanities series sponsored by Gustavus Adolphus College and the MN Humanities Commission), and "Land Myths and Historic Realities," sponsored by the Mn-Dakota American Studies Association."

RIEDEL, Johannes. 207 Scott Hall, University of Minnesota, Mpls, MN 55455 (612) 373-3440.
Professor of music. Director of graduate studies, music. Ph. D. in musicology, USC 1953. Member of American Studies, Latin American Studies, Chicano Studies, Religious Studies faculties in addition to music.

TOPICS: American music, including popular music, black and Chicano music. Latin American music. Church music, including American popular church music but also expertise music of the Reformation and Renaissance eras. Contemporary music, music of the immigrants and emigres. Music in Minnesota.

PLAN. PARTICIPATE. FEE. STATE.

RIPPLEY, La Vern J. St. Olaf College, Northfield, MN 55057. Home address: 909 Ivanhoe Drive, Northfield, MN 55057 (507) 663-3233 645-8562.
Professor of German and German Immigration History. Ph. D.

TOPICS: History of immigration, especially of German immigration and settlement in the United States, including study of arts, architecture, career choices, intermarriage patterns, etc. Also German-American literature and the press, especially in MN. The Foreign-language schools and problems connected with them in the past.

PLAN. PARTICIPATE. TRAVEL EXPENSES (I am willing to travel anywhere but must have reimbursement for all expenses). **STATE.**
COMMENT: "Participated in several state humanities programs."

ROOT, Tamara Goldstein. 5136 Logan Ave. S., Mpls, MN 55419 (612) 922-0105.
Assoc. Professor of French language and literature. I have written articles on the attitude toward women in some 17th century literature (a period when women and men though a lot about women's place in society). I have used literature in ethics courses in order to present moral problems.

TOPICS: The attitude toward reason in French 17th century literature. Women in 17th century literature. The attitude toward love in French 17th century literature.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. CITY (St. Paul, Mpls).

ROSHWALD, Mordecai. 2237 Noble Ave., Mpls, MN 55455 (612) 521-7955.
Professor of Humanities, University of Minnesota.

TOPICS: Modern Israel. Ancient Israel. Modern Man and Technology. Theories about meaning of humanity.

PLAN. PARTICIPATE. FEE (depending on the time involved). **TRAVEL EXPENSES.**
COMMENT: "The range of travel depends on the time of year and local duties."

ROSS, Robert W. 107 TNM, 122 Pleasant St. S.E., University of Minnesota, Mpls, MN 55455 (612) 376-1720.
Religious Studies Faculty, University of Minnesota. Ph. D. in American Studies. All aspects of American Religions, Colonial to the present; anti-Semitism, racialism, Jewis-Christian relations. Origins of voluntarism and humanitarianism in America. Have done papers, given speeches, conducted workshops, participated in panels and symposia, taught short courses, etc., in these areas.

TOPICS: American religious history. American civil religion. Voluntarism and Humanitarianism Anti-Semitism. "New" Religions. Cult, Sect and demonination and the differences.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE (if funds are available only). **TRAVEL EXPENSES. STATE.**
COMMENT: "Planned and participated in several humanities programs."

ROUFS, Tim. Department of Sociology-Anthropology, University of Minnesota, Duluth, MN 55812 (218) 726-7551.
Assoc. Professor and Head, Department of Sociology-Anthropology. Ph. D. in Cultural Anthropology.

TOPICS: Minnesota Ojibwa Ethnohistory.

PLAN. TRAVEL EXPENSES (Long distance). **REGION. COUNTY. CITY.**

SALZBERGER, Ronald Paul. Director of Honors, Winona State University, Winona, MN 55987 (507) 457-2943.
Director of Honors. Ass't Professor of Philosophy. Ph. D.

TOPICS: Biomedical ethics. Moral status of animals. Philosophy and sex. Environment and ethics. Economic justice. Moral problems and human relations. Philosophy of the social sciences.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE. REGION (includes W. Wisconsin).
COMMENT: "Am interested in finding a way to be involved in the humanities during the first half of the summer, for money, where the constituency is over 25 years old."

SANDBERG, Karl C. Department of Linguistics, Macalester College, 1600 Grand Ave., St. Paul, MN 55105 (612) 647-6392.
Professor of Linguistics, French and Humanities. Chairman of Linguistics Department. Member of the Steering Committee for a Grant from the National Endowment for the Humanities for Implementing a "life of the Mind" Course at Macalester College. Former coordinator of the Humanities Program at Macalester.

TOPICS: Developing and teaching in courses to train people to read and interpret paintings, buildings, plays, and in general, all artifacts of human creation. Cultural aspects of human language. Art and ideas in French civilization. Art and ideas in American civilization.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.
COMMENT: "While most of my work in Humanities has been within the college-setting, I have taught Humanities Courses with the extension division of the University of Arizona, in Tucson, for Airmen at Davis-Monthan Air Force Base, and have organized Ad Hoc Discussion Groups for literature and painting within a church organization.

SANDEEN, Ernest R. Department of History, Macalester College, St. Paul, MN 55105 (612) 647-6493.
James Wallace Professor of History, Macalester College. 1979 Chairman, St. Paul Heritage Preservation Commission.

TOPICS: Historic Preservation. American Architectural History. American Religions and Religious History. Neighborhood History.

PARTICIPATE (might). **FEE. TRAVEL EXPENSES. STATE.**
COMMENT: "I have served as director of the Living Historical Museum, a program in mixed special adult and undergraduate education funded by the NEH. I have served as discussant and keynote speaker at conferences in architectural and religious history, such as conferences on urban problems, neighborhood history, writing congregational histories, etc."

SANDHU, Swaran S. Department of Sociology-Anthropology, Moorhead State University, Moorhead, MN 56560 (218) 236-2632.
Professor of Sociology and Department . Chairperson M.A. Political Science. M.A. Sociology. Ph. D. Sociology.

TOPICS: Sociology of Violence/Nonviolence. Sociology of Meanings. Social Theory. Penology and Correction. Social Deviance. Social Problems.

PLAN. CITY (Moorhead).

SANDVICK, Jerry. Social Sciences Department, North Hennepin Community College, 7411 85th Ave. N., Brooklyn Park, MN 55445 (612) 425-4541.
M.A. and substantial graduate work in various institutions. I have been on the history faculty at North Hennepin Community College since 1968.

TOPICS: General European History. Aviation History. Aviation in Minnesota (History).

PARTICIPATE TRAVEL EXPENSES. STATE.

SCHAEFER, William John Jr. American Farm Project, Southwest State University, Marshall, MN 56258 (507) 532-9066.
Director of a planning grant of 5 months for present project; wrote the present grant award. Director of three year rural humanities project for 20 states, from the National Endowment for the Humanities to the National Farmers Union. Have a masters and doctorate in Audio-visual Education from Indiana University. Wrote and directed several small humanities grants from the North Dakota Committee for the Humanities and Public Issues in the area of LAND USE and the ROOTS OF A SMALL-TOWN PARISH CHURCH: ARCHITECTURAL, ETHNIC, AND SOCIAL.

TOPICS: American Farm Organizations: roots, comparative history and philosophies. Land: settlement, ownership, use conflicts, and the future (all in rural context). Cooperatives, rural: origins, philosophies, comparative structure with other economic structures, and value questions in current agricultural and 'new wave' consumer coops.

PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE.
COMMENT: "Am interested in sharing American Farm Project materials with other humanities projects, groups, libraries."

SCHMIEL, David G. Concordia College, Hamline and Marshall, St. Paul, MN 55104 (612) 641-8263.
Dean of the Faculty. B.A., Th.D.

TOPICS: Reformation history. Martin Luther. Luther and Erasmus. Lutheranism in America. The German Bible. Current issues in Biblical interpretation for laypersons.

PARTICIPATE. FEE. CITY (Mpls/St. Paul and suburbs).

SELZLER, Bernard J. 314 Selvig Hall, University of Minnesota, Crookston, MN 56716 (218) 281-6510 Ext. 279.
Ass't Professor, University of Minnesota. B.S. English, Speech, Secondary Education. M.S. American Literature, Higher Education. Ed.D. English Literature, American Literature, Comparative Literature, Linguistics, English Education, Higher Education.

TOPICS: Shakespeare.

PLAN. PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE.

SEYBOLT, Richard A. Department of Foreign Languages and Literatures, University of Minnesota, Duluth, MN 55812 (218) 726-7575.
Ass't Professor, Ph. D.

TOPICS: Twentieth Century Spanish Poetry. Renaissance Spanish Poetry. Foreign Language Teaching.

PARTICIPATE. TRAVEL EXPENSES (I would travel pretty much anywhere if time and money allow).

SHREWSBURY, Carolyn M. Box 7, Mankato State University, Mankato, MN 56001 (507) 389-6126.
Assoc. Professor, Political Science. Acting Coordinator, Women's Studies. B.A. University of Chicago 1965. M.A. University of Oklahoma 1968. Ph. D. University of Oklahoma 1974.

TOPICS: Politics and public policies of women in the U.S. Feminist theories. Political and social change. Political and social movements.

PLAN. PARTICIPATE. GRANT (no agency specified). **TRAVEL EXPENSES. REGION (IX). COUNTY** (Blue Earth). **CITY** (Mankato).
COMMENT: "Consultant and speaker for several humanities projects."

SLATER, Robert C. 114 Vincent Hall, University of Minnesota, Mpls, MN 55455 (612) 373-3870.
Professor/Director, Department of Mortuary Science, University of Minnesota. Ph. D.

TOPICS: Death and Dying. Death Education. Post-Death Activities. Death in Our Culture.

PLAN. PARTICIPATE. FEE (depending). **TRAVEL EXPENSES. STATE.**
COMMENT: "Planned and participated in several humanities programs."

SMEMO, Kenneth. Department of History, Moorhead State University, Moorhead, MN 56560 (218) 236-2812.
Professor of History. Director, Scandinavian Studies. Ph. D. University of Minnesota, History.

TOPICS: U.S. Constitutional History. History of Scandinavia. History of Scndinavians in America.

PARTICIPATE. FEE. STATE.
COMMENT: "Participated in the following MHC programs: Communiversity, Concordia College, several times; "The Great Plains — Romance and Reality" Conference, Moorhead State, 1973; "Church History Seminar", Moorhead State, 1978 and others."

SOBIESK, Norman. Winona State University, Winona, MN 55987 (507) 457-2980.
Professor of History, Winona State University. Ph. D. University of Wisconsin, 1970. Courses taught: Western Civilization I, II, III; Ancient World, Ancient Rome, Early Middle Ages, High Middle Ages, Renaissance, Reformation.

TOPICS: Medieval, Renaissance and Reformation History. Research on Thomas More, Erasmus, and Martin Luther.

PARTICIPATE. FEE. STATE.

SOLON, Paul Douglas. History Department, Macalester College, St. Paul, MN 55105 (612) 647-6225.
Ph. D. History Brown University. Ass't Professor History, Macalester College.

TOPICS: Late Medieval Early Modern European History, especially in French. Constitutional and Military history. Popular culture particularly movies and science fiction.

PARTICIPATE.

SOULE, George. Department of English, Carleton College, Northfield, MN 55057 (507) 645-4431.
Professor of English, Carleton College. B.A. Carleton College. M.A., Ph. D. Yale (English).

TOPICS: Shakespeare. British culture. Writing — expository. Reading poetry. Journalism.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE (if necessary, perhaps). **REGION** (Twin Cities and SE MN-within 75 miles of Northfield).
COMMENT: "I am at present planning a course for this summer's Elderhostel at Carleton, a course called "Fitzgerald Revisited". We'll read novels and stories of F. Scott Fitzgerald."

STICH, Elizabeth. College of St. Scholastica, Duluth, MN 55811 (218) 728-3631 Ext. 532.
Ass't Professor, Philosophy Department. B.S. Education. Ph. D. Philosophy.

TOPICS: Political ethical area of philosophy in particular theories of social justice especially John Rawls, *A Theory of Justice.*

PLAN. PARTICIPATE, TRAVEL EXPENSES. STATE.
COMMENT: "I have been a panel member on several programs: Children's Rights; The Law: Indeterminate sentencing; Death and Dying; Medical Ethical Problems.

STRASSER, Donald H. History Department, Box 7, Manakto State University, Mankato, MN 56001 (507) 389-2720.
Assoc. Professor of History.

TOPICS: Afro-American History. American Radicals and Liberal Reformers. History of the American South. American Intellectual History.

PARTICIPATE. FEE. TRAVEL EXPENSES. REGION (100 mile radius).
COMMENT: "I lectured and led group discussions on Afro-Americans and ethnic minorities in programs sponsored by the Minority Groups Studies Center of Mankato State University. I participated in the meeting recently held in Mankato on the humanities and public libraries."

SUDERMAN, Elmer F. Gustavus Adolphus College, St. Peter, MN 56082 (507) 931-4300 Ext. 367; 931-1657.
Professor, English, Gustavus Adolphus College. A.B., M.A., Ph. D.

PLAN. PARTICIPATE. FEE (small). **TRAVEL EXPENSES. STATE.**
COMMENT: "A series of TV programs on The River Bend Area for KEYC Mankato in which I organized and participated in a series of readings of poems and of discussions of land use with the people in Lafayette MN and vicinity. I have also participated in programs sponsored by MN Humanities Commission and a poetry reading on Southcentral MN Interlibrary Exchange at Blue Earth."

SUTTERLIN, Siegfried H. 1210 — 6th Ave. S., St. Cloud, MN 56301
Ass't Professor of Modern European History, St. Cloud State University, B.A. Social Sciences. M.A. History. Ph. D. Diplomatic History.

TOPICS: 20th century history. European history. Nazism. World War I and II. Economic history. Inflation. Comparative economic history. Comparative educational systems and cultures. German history. International diplomacy. Contemporary Humanities. Impact of Psychology on Modern Society.

PARTICIPATE. FEE. STATE.
COMMENT: "Planned and participated in humanities programs."

TAMTE, James. Mesabi Community College, Virginia, MN 55792 (218) 741-9200.
Coordinator of Human Services. A.S., B.A., M.A., M.Div., Ph. D. College teacher.

TOPICS: Marriage and the Family: Historical Sex Roles (Gender Identity).

PARTICIPATE. FEE. TRAVEL EXPENSES. STATE.

TASHJIAN, Alice A. 53 Skyline Drive, Rochester, MN 55901 (507) 285-7236 (office); 288-6074 (home).
Instructor in English, Folklore, Woman Studies at Rochester Community College, Rochester MN 55901.

TOPICS: Woman Studies: Women in the Seventies. Changing Roles of Women. Many Facets of Folklore.

PLAN. PARTICIPATE. GRANT (no agency specified). **TRAVEL EXPENSES. STATE.**

TAUER, Carol A. 2004 Randolph Ave., St. Paul MN 55105 (612) 690-6660, 6000.
Professor of Philosophy, College of St. Catherine. Spent two years at the Kennedy Institute, Center for Bioethics (1976-78).

TOPICS: Biomedical Ethics (genetic engineering, issues in death and dying, health care issues).

PARTICIPATE. TRAVEL EXPENSES. CITY (St. Paul, Mpls).

TEGEDER, Vincent G., O.S.B. The Archives, St. John's University, Collegeville MN 56321 (612) 363-2468.
Professor of American History and University Archivist. Ph. D. in History from the University of Wisconsin, 1949. Project director of programs funded by the MN Humanities Commission.

GRANT (MHC). TRAVEL EXPENSES. COUNTY (Stearns). (My availability may be rather restricted during the next three years due to a special research and writing assignment).
COMMENT: "Prepared with the help of a committee a proposal for a program examining the history and cultural patterns of the ethnic communities of Stearns County. It was funded by the MHC. Directed the project."

TEZLA, Albert. Department of English, University of Minnesota, Duluth MN 55812 (218) 726-8228.
Professor of English. B.A. 1941; M.A. 1947; Ph. D., 1952 University of Chicago. Consultant, Immigration History Research Center, University of Minnesota, Mpls. Consultant and advisor, Department of Altaic and Uralic Studies, Columbia University. Reviewer, Public Programs. National Endowment for the Humanities. Evaluator of project design and guide to *Harvard Encyclopedia of American Ethnic Groups.*

TOPICS: History of Hungarian literature. History of Hungarian immigrants in the United States.

PLAN. TRAVEL EXPENSES. REGION (Northeastern MN). **COUNTY** (St. Louis). **CITY** (Duluth).

THORSON, Gerald. Department of English, St. Olaf College, Northfield MN 55057 (507) 663-3203 (office); 645-7782 (home). Professor of English. Ph. D. Columbia in English and Comparative Literature. M.A. Minnesota in American Studies.

TOPICS: Midwestern American Literature. Modern American Literature. Contemporary American Fiction. Norwegian-American Fiction.

PLAN. PARTICIPATE. FEE (depends on nature of programs and topic). **TRAVEL EXPENSES. STATE. REGION** (Southern MN).
COMMENT: "Planned and participated in a conference on Ole Rolvaag."

TINTES, Peter E. RR 1, Box 188, Belgrade MN 56312 (612) 254-3571 or Religion in Life Center (612) 235-5426.
Teacher — 11 years college and 3 high school. Willmar Community College, Introduction to Philosophy and Sociology, psychology of Marriage and Family Living. Adjunct teacher of St. John's University, school of Theology, teaching scripture at The Religion in Life Center, Willmar. Priest-counselor (15 years pastoral and campus ministry) especially dealing with young adults in inter-personal relationships, marriage and faith issues. B.A. in liberal arts, Teaching majors in Social Studies, Philosophy, History and Latin. M.A. in Religious Studies, Loyola University of Chicago 1974. Master's major accepted by State of MN 1974 for combination sociology-psychology of Marriage, Family.

TOPICS: Civil Religion in America — the interplay of religion, religious symbolism, politics, and ethics in the development and current life of the United States. Ethics and the American scene. Sexuality, human values, human dignity and freedom. Political philosophy — the state, human aggression, revolution, violence, nonviolence, etc. Religious experience and doubt from sociological, psychological, philosophical and theological perspective.

PLAN (some). **PARTICIPATE. FEE** (most of the time). **TRAVEL EXPENSES. STATE. COUNTY** (Kandiyohi).

TISDALE, Robert G. Department of English, Carleton College, Northfield MN 55057 (507) 645-4431 Ext. 234 (office); 645-9283 (home).
Professor of English, Teacher, Co-director of Summer Institutes, teaching composition for secondary school faculty.

TOPICS: 19th century American Literature. Modern British and American Poetry. Romanticism.

PLAN. PARTICIPATE. GRANT (perhaps). **TRAVEL EXPENSES. STATE.**

TROLANDER, Judith Ann. Department of History, University of Minnesota, Duluth MN 55812 (218) 726-8271.
Assoc. Professor of History and Director of the Northeast MN Historical Center. Ph. D. 1972, M.A. 1969, M.S.L.A. 1967 all from Case Western Reserve University.

TOPICS: Women in American History. The American City. U.S. Social Welfare History. Archives.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.
COMMENT: "I was a panelist at a presentation of a film on John Bernard at UMD in May 1978. The program was sponsored by the MN Humanities Commission."

VECOLI, Rudolph J. Immigration History Research Center, 826 Berry St., University of Minnesota, St. Paul, MN 55114 (612) 373-5581.
Professor of History and Director, Immigration History Research Center, University of Minnesota.

TOPICS: History of Immigration. History of Italian immigration. History of American Workingclass, Labor Organizations, and Radicalism. Ethnic Studies and Ethnicity in Contemporary America.

PLAN. PARTICIPATE. GRANT (MHC, other unspecified agencies). **FEE** (depends). **TRAVEL EXPENSES. STATE** (depends).
COMMENT: "Participated in variety of programs sponsored by the MN Project on Ethnic America, the University of Minnesota; Duluth Conferences on Ethnic Groups; the Italian American Week at St. Thomas College, etc."

VINZ, Mark. 510-5th Ave. So., Moorhead MN 56560 (218) 236-5226.
University Professor (English). Writer. Editor (the poetry journal *Dacotah Territory*).

TOPICS: Contemporary poetry (scholarship, teaching, writing). Small press publishing. Poetry readings.

PLAN. PARTICIPATE. FEE. TRAVEL EXPENSES. REGION (Northern MN). **COUNTY** (Clay).
COMMENT: "Planned and participated in "A Sense of Place" (Panel discussion), Moorhead Public Library, Spring 1978.

WALLACE, Robert W. Department of Philosophy, Mankato, MN 56001 (507) 389-2012.
Professor and Chairman, Department of Philosophy, Mankato State University Ph. D. in Philosophy, Syracuse University. M.A. in English, Syracuse University. B.A. in Humanities, Harpur College SUNY at Binghamton. Th.B. in Theology, Baptist Theological Seminary.

TOPICS: Philosophy of Religion: Problems of God, Evil, Immortality, Religious Language, etc. Some Comparative Religion — non-Christian Religions. History of Philosophy, especially Ancient and 17th Century Periods. Social Ethics — Violence, Punishment, Sexual Behavior, Abortion, etc.

PARTICIPATE. TRAVEL EXPENSES. STATE.
COMMENT: "Co-chaired committee which planned a Medical Ethics workshop at MSU especially for professionals in allied healthfields. Chaired symposium on Medical Ethics. Panel member of discussion of Medical Ethics. Respondent in session as part of "Traditional Values and Homosexuality" community forum."

WEILAND, Richard J. College of St. Teresa, Winona MN 55987 (507) 452-7309.
Vice-President for Academic Affairs, College of St. Teresa. Ph. D. Interdisciplinary activities, primarily in the arts.

TOPICS: Interdisciplinary concept of "style", particularly in the arts. Dramatic action and body language.

PARTICIPATE. TRAVEL EXPENSES. STATE.

WHITE, David. Macalester College, St. Paul MN 55105 (612) 698-8933.
Elizabeth Sarah Bloedel Professor and Chair, Philosophy Department.

TOPICS: Things Asian, especially India. Asian philosophies, especially the *Bhagavad Gita*, Sri Ramana Maharshi, and Gandhi. Also Taoism and Buddhism.

"I would be primarily interested in helping with bibliographies and/or reading lists." **TRAVEL EXPENSES** (I would travel anywhere my time allowed).
COMMENT: "Helped develop "Best Book" lists of Nonwestern works for state college librarians; also "Great Asian Books" list for the library at Macalester."

WHITE, Donald R. 3000 Fifth St. N.W., New Brighton, MN 55112 (612) 633-4311.
Professor of Historical Theology, United Theological Seminary. M.A., Ph. D. University of Chicago.

TOPICS: American Religious History. Cults in America. Biomedical Ethics. Interpretation of Amrican Popular Culture.

PLAN. PARTICIPATE. FEE (under some conditions). **TRAVEL EXPENSES.STATE.**

WIENER, Steven. 111 F. Street, Marshall, MN 56258 (507) 532-5286.
Task Force Coordinator, Countryside Council, Southwest State University, Marshall MN. Coordinator, Minnesota Rural Youth Institute. Program Coordinator, Rural Life Institute, Southwest State University. Humanities Consultant to American Farm Project, a program of National Farmers Union funded by NEH. Ph. D. in Political Philosophy.

TOPICS: Urban and rural perceptions of farm life. Political images of land and its use. Justice in Plato's Socrates. History of Apocalypticism in America.

PLAN. PARTICIPATE. GRANT (MHC, NEH). FEE. TRAVEL EXPENSES. STATE.
COMMENT: "As Coordinator of MN Rural Youth Institutes, I planned a week-long conference for young adults. As program coordinator for Rural Life Institute, I planned a day-long integrated schedule on rural government. I am currently a humanities consultant to the American Farm Project, a rural humanities project of the National Farmers Union, funded by NEH."

WILL, Robert E. Department of Economics, Carleton College, Northfield, MN 55057 (507) 645-4431 Ext. 482.
W.A. Williams Professor of Economics; have also served as director of American Studies, of Urban Studies, and of International Studies; as chairman of Economics Department; as director of seminar for bank presidents in the liberal arts; etc. Consultant to business and government and corporate director. Ph. D. Yale University, in political economy and economic history.

TOPICS: International trade and aid and its relationship to our standard of living. Costs, causes and cures (?) of unemployment, inflation, and stagflation. Is our economic system doomed to failure because of its success? Problems and strategies of economic, political and social change in Third World Countries.

PARTICIPATE. FEE (modest). **TRAVEL EXPENSES. STATE.**

WRIGHT, William E. Center for Austrian Studies, 715 Social Science Bldg., University of Minnesota, Mpls, MN 55455 (612) 373-4670.
Professor of History and Director of the Center for Austrian Studies. Ph. D. History, University of Colorado, 1957. Study at the University of Vienna, 1954-55.

TOPICS: History of Austria and History of the Habsburg Monarchy, especially the 18th C. History of East-Central Europe.

PLAN. PARTICIPATE. GRANT (MHC, NEH). TRAVEL EXPENSES. STATE.

YOUNG, Mary Ellen. 6621 N. Gretchen Lane, St. Paul, MN 55110 (612) 777-0999.
Chair, Humanities Department, Lakewood Community College, White Bear Lake MN. B.A., M.A., Candidate for Doctor of Philosophy. Disciplines: historical musicology and literature.

TOPICS: American music with emphasis on the 19th c. Women in music. Jazz History. Scandinavian theatre. American literature. History of music.

GRANT (NEH). TRAVEL EXPENSES. STATE.
COMMENT: "Was the recipient of a summer seminar for teachers stipend from the National Endowment for the Humanities, University of Kansas. Given papers for the Humanities Council of MN".

AREA INDEX

The counties in each library system are listed for the convenience of those not familiar with the area encompassed by each system. Most people have indicated that they will travel outside their region, so don't feel restricted by this index! The name entry states the area in which the person can travel.

ARROWHEAD LIBRARY SYSTEM

(Carlton, Cook, Itasca, Koochiching, Lake, Lake of the Woods, St. Louis Counties)

Evans	Linn	Nephew	Routs	Tamte
Galliford	Maiolo	O'Brien,G.M.	Seybolt	Tezia
Hart	Marchese	Pearce	Stich	Troiander
Jankofsky	Mayo	Rapp	Strasser	

CROW RIVER REGIONAL LIBRARY

(Kandiyohi, McLeod, Meeker Counties)

Jones, R.
Tintes

EAST CENTRAL REGIONAL LIBRARY

(Aitkin, Chisago, Isanti, Kanabec, Mille Lacs, Pine Counties)

Hackl

GREAT RIVER REGIONAL LIBRARY

(Benton, Morrison, Sherburne, Stearns, Todd, Wright Counties)

Ernest	Gower	Marx	Plante	Tegeder
Farrah	Lane	Otto	Renner	Tintes
Gottshall	Leja	Phillips	Sutterlin	

KITCHIGAMI REGIONAL LIBRARY

(Beltrami, Cass, Wadena Counties)

Brew
Field
Kemp
Marthaler

LAKE AGASSIZ REGIONAL LIBRARY

(Becker, Clay, Norman, Polk Counties)

Chekola	Hong	Ray	Smemo
Gibbs	Michlovic	Sandhu	Vinz
Heringman	Miller	Selzler	

METROPOLITAN LIBRARY SERVICE AGENCY (MELSA)

(Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, Washington Counties)

Ahlstrom	Eldred	Keffer	Naftalin	Ross
Anschel	Falkman	Kennelly	Nakasone	Sandberg
Bachrach	Fuehrer	Kolb	Nelson	Sandeen
Bartling	Gunderson	Lanegran	Niemi	Sandvick
Bednarowski	Hackl	Larson	O'Brien,G.W.	Slater
Blakely	Hanle	Latts	Paap	Solon
Brandl	Harrigan	Lehmberg	Palosaari	Tauer
Brin	Hoyle	Leppert	Pampusch	Vecoli
Chambers	Janzen	Linse	Raup	White,D.
Chrislock	Johnson,H.	Lynskey	Reedy	White,D.R.
Clayton	Johnson,W.	Meister	Reuther	Wright
Clyde	Jones,T.	Murphy	Riedel	Young
Dannehl	Kaba	Murray	Root	
Dodge	Kane	Myers	Roshwald	

NORTHWEST REGIONAL LIBRARY

(Kittson, Marshall, Pennington, Red Lake, Roseau Counties)

Boutlette

PLUM CREEK LIBRARY SYSTEM

(Jackson, Lyon, Nobles, Redwood, Rock Counties)

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